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ABSTRACT

Designed for newly appointed vocational directors in Washington's community colleges, this handbook provides an overview of the functions associated with the administration of vocational education programs. Following a section outlining the role and qualifications of the vocational director, information is presented on the personnel responsibilities of the position, which cover personnel selection, vocational certification, professional development, collective bargaining agreements, and assuring conformity with the Higher Education Personnel Board. Subsequent sections focus on: (1) vocational advisory councils and committees; (2) vocational program approval; (3) vocational program review; (4) budget and finance; (5) federal vocational funds; (6) reimbursement for expenditures of federal vocational funds; (7) program compliance audits, fiscal audits, and vocational education evaluation; (8) facilities and equipment; (9) vocational education data system (VEDS); (10) course and program coding systems; (11) public and community relations; (12) federal and state agencies; and (13) associations, commissions, and councils. Extensive appendices provide copies of pertinent sections of the Revised Code of Washington, the Washington Administrative Code, and other source documents. (LAL)

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VOCATIONAL DIRECTOR'S HANDBOOK

Compiled and edited by Earl Weber

JC 840 447

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PREFACE

The Vocational Directors' Council, which is a part of the Washington Association of Community Colleges, has recognized the need for providing vocational directors with the information, resources, and guidance necessary for effective vocational education administration and instructional leadership.

The Council believes that the well-informed vocational director is a more effective administrative team member and, therefore, capable of greater service to the local college and the State Community College System. Accordingly, the Council and its Personnel Training Committee, in cooperation with the State Board for Community College Education, annually sponsors professional development activities such as this resource handbook to achieve this goal.

The primary purpose of this project is to provide the newly appointed vocational director (administrator) with an overview of those functions commonly associated with the administration of vocational education. Because the role of the vocational director will vary considerably from college to college, it is not intended that the procedure descriptions mentioned in connection with these vocational administrative functions constitute a job description or set of job specifications.

The scope of the project does not allow an in-depth treatment of any of the functions. Consequently, only minimum essentials are mentioned. Sources of additional information are given; and copies of pertinent sections of The Revised Code of Washington, The Washington Administrative Code, and other source documents are included in the appendixes.

While it is not the intent of this handbook to provide total answers to all questions and problems that a local vocational director may encounter, it is the hope of the members of the Council and the Personnel Training Committee that it will provide many of the elements essential for more effective vocational administration and at the same time encourage further investigation of the topics included.

VOCATIONAL DIRECTORS' COUNCIL EXECUTIVE COMMITTEE

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TABLE OF CONTENTS

The Vocational Director 1

Personnel Responsibilities 3

  Personnel Selection 3
  Vocational Certification 4
  Professional Development 7
  Collective Bargaining Agreements 10
  Higher Education Personnel Board 11

Vocational Advisory Councils and Committees. 13

Vocational Program Approval. 19

Vocational Program Review. 23

Budget and Finance 25

Federal Vocational Funds 28

Reimbursement for Expenditures of Federal Vocational Funds 32

Program Compliance Audits, Fiscal Audits, and Vocational Education Evaluation. 34

Facilities and Equipment 39

Vocational Education Data System (VEDS). 43

Course and Program Coding Systems. 46

Public and Community Relations 48

Federal and State Agencies 51

Associations, Commissions, and Councils. 57

Appendices 61-111

THE VOCATIONAL DIRECTOR

The role of the vocational director in the Washington Community College System is not uniform. He or she generally reports to the dean of instruction. In some instances, the vocational director is also the dean of instruction. Some directors have direct supervision over vocational instruction; some do not.

Regardless of the director's administrative circumstances, he or she will generally have responsibility for the Advisory Council and advisory committees, vocational certification, the thrust plan, claiming vocational funds, vocational program approvals, vocational program evaluation, compliance audits, and a variety of other administrative responsibilities associated with vocational education.

The director's involvement in curriculum development and the improvement of instruction generally comes through effective work with division/department heads and instructional personnel.

Generally, the vocational director is the principal liaison person between the college and the various vocational staff offices at the State Board for Community College Education and other state and local agencies. He or she is the principal campus spokesperson for vocational education and the resident expert on matters pertaining to vocational education.

The degree of influence exercised by the vocational director is proportional to his or her effectiveness as an administrative specialist. Good administration requires subject matter expertise, a willingness to work as a part of the administrative team, good interpersonal relationships, and the desire to get the job done. It requires common sense; intelligence; and the qualities of judgment, temperament, and drive. It implies sensitivity to the needs of others and to other parts of the college. By building a record of capable assistance to others, the vocational director will merit their confidence and enhance his or her effectiveness in the organization.

The vocational director's ability to communicate effectively has a bearing on how well he or she performs. Effective communication does not mean simply telling or hearing something. It requires talking together, dealing with facts, plain talk, and presenting a case. The vocational director's communication "network" within the college is important. He or she must be fully cognizant of administrative protocol; but at the same time, he or she must have easy access to all who can affect the outcome of the issues.

Obviously, the effective vocational administrator must have the trust and confidence of all with whom he or she works. That trust and confidence can come only through demonstrated performance which is the product of a sound philosophy of vocational education, knowledge of vocational education, good administrative work habits and techniques (including communications), and a willingness to advance vocational education through cooperative teamwork.

PERSONNEL RESPONSIBILITIES

PERSONNEL SELECTION

Personnel selection is governed by the Board-approved District Personnel Practices and Standards, the Collective Bargaining Agreement in force, the College Affirmative Action Plan, and the provisions included in Sections 131-16-070, 131-16-080, 131-16-091, 131-16-092, 131-16-093, and 131-16-094 of the Washington Administrative Code. It is the vocational administrator's responsibility to be knowledgeable about the requirements of each of these.

Full-time (Contracted) Instructors

The selection of effective vocational instructors is essential for quality vocational education. The effective vocational instructor possesses:

Subject Matter Competency

Effective Teaching Techniques

Good Interpersonal Relationships

Effective Habits of Evaluation

Innovativeness and Flexibility

The Desire to Teach

While some of these qualities can be enhanced through professional development, the absence of any one of them could impair the individual's effectiveness as a vocational instructor.

In general, the selection process for full-time instructors is more structured than that used in hiring part-time instructors. It usually involves developing position specifications (qualifications), announcing and advertising the position, initial screening of applicants, checking references and recommendations, interviewing applicants, and recommending one or more candidates to the Board or its designated hiring official. The district personnel office usually has the responsibility of advertising the position, gathering professional and personal data on applicants, arranging appointments, and sometimes participating in the interviewing process.

Collective bargaining agreements usually provide for meaningful faculty involvement in the selection of full-time contracted instructors. Typically, a faculty selection committee composed of several members of the bargaining unit and one or more administrators will do the initial screening and interviewing and then recommend one or more candidates to the administration and Board. It is essential that the terms of the Collective Bargaining Agreement be followed throughout the process.

The vocational director can be most useful to the process by being knowledgeable about all facets of personnel selection; by urging qualified individuals to apply; by making the selection committee aware of minimum vocational certification requirements; and, when appropriate, by serving on the selection committee.

Part-time Instructors

The nature of vocational education places importance on part-time instruction. Therefore, the selection of part-time instructors is a key step in building a quality vocational education program. Obviously, we look for the same qualities in a part-time instructor as we do in a full-time instructor. It is well to remember that part-time instructors who also work in business, industry, and the professions bring an important dimension to our vocational programs; i.e., they are knowledgeable about and involved in the latest "state-of-the-art" equipment, techniques, and practices.

As previously mentioned, the selection and hiring process for part-time instructors is generally less structured. Usually, the division/department office or the college personnel office receives and maintains applications for part-time employment. When instructors are needed, these applications are reviewed by the division/department head, vocational director, and/or dean of instruction. Depending on the collective bargaining agreement, a faculty selection committee may or may not be involved in the process. In the case of part-time apprentice-related instructors, applicants may be recommended by the Joint Apprenticeship Training Committee. Typically, the division/department head or the vocational director makes the selection and recommends the individual through channels to the Board-designated hiring agent.

VOCATIONAL CERTIFICATION

The role of the vocational director as certifying official in vocational certification is defined in WAC 131-16-092(1): "The institution or district will certify through the vocational director each instructor and vocational counselor and maintain documentation of such certification."

Vocational certification is a local college responsibility, with certain minimum requirements established by the State Board for Community College Education and incorporated in Chapter 131-16 of the Washington Administrative Code. These minimum requirements are:

> General standards of qualifications for community college personnel, WAC 131-16-080. This section states education, training, occupational expertise, and general qualifications required of community college personnel.
>
> Additional qualifications in areas of specialization, WAC 131-16-091. This section of the WAC states required work experience beyond the learning period and the qualifications for vocational administrative personnel.*
>
> Maintaining and improving occupational and teaching competencies for vocational administrators, instructors, and counselors; WAC 131-16-092. This section covers the requirement for certification, individual improvement plans, and certification for part-time personnel. It also establishes that certification is a condition for continued employment for all vocational education personnel.
>
> Types of vocational education certificates, WAC 131-16-093. This section prescribes the nomenclature of each certificate to be issued and establishes the standards for each certificate.
>
> Definition of professional improvement units, WAC 131-16-094. This section defines the standards to be used in determining professional improvement unit values for vocational certification and establishes that the vocational director shall be responsible for the approval of professional improvement plans and equivalencies.

Vocational education personnel in general, and the vocational director in particular, have the responsibility of familiarizing themselves with these and other pertinent sections of the WAC dealing with personnel practices and standards. The above-mentioned sections of the Washington Administrative Code are included in the appendices of this project (Appendix A).

Safety and Industrial Hygiene

Special requirements for safety and industrial hygiene are spelled out in WAC 490-28A-014 (Appendix C). These requirements are separate and in addition to the vocational certification requirements previously mentioned. They are, in fact, special requirements to teach in certain vocational classes.

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*See Department of Labor and Industries, Washington State Apprenticeship and Training Council List of Trades approved for Apprenticeship or Training (Appendix B).

In general, the requirement is that full-time instructors and other instructors teaching in occupational preparatory programs show evidence of having met the general safety and industrial hygiene standard by:

a. completing an approved 15-hour course in safety and industrial hygiene

or

b. passing an approved challenge examination covering the content of the approved course.

Additionally, the instructor must provide evidence of having satisfied the requirement of knowledge of safety and hygiene standards for the specific occupation by:

a. completing a pre-service or in-service course for this purpose

or

b. certification by the local representative advisory committee for the occupation that the instructor possesses the specific skills and knowledge of safety and industrial hygiene pertinent to the occupation to be taught and that they are an integral part of the instruction program.

First Aid

A valid first aid certificate is required for vocational instructors in preparatory vocational programs whose instructional environment brings students into physical proximity with hazardous or potentially hazardous machinery, electrical circuits, biologicals, radioactive substances, chemicals, flammables, intense heat, gasses under pressure, excavations, scaffolding and ladders, and other hazards.

Excluded from this requirement are: (1) Those instructors who teach in related allied supporting and general education subjects, (2) physicians, registered nurses, licensed practical nurses, and others whose occupational competencies include first aid knowledge equal to or superior to that represented by the first aid certification required under these regulations, (3) vocational instructors who teach 90 hours or less per school year and whose instruction is a part of a total vocational program that is under the supervision or direction of a vocational instructor possessing a valid first aid certificate (Appendix C).

In planning and implementing a vocational certification plan that will meet the aforementioned WAC requirements, the following steps are suggested:

Prepare a vocational certification handbook or memorandum for staff use that clearly defines and explains the following:

Current vocational certification requirements

Application procedures for initial certification

Types of certificates and the requirements for each

Renewal requirements and procedures

Individual professional improvement plans

Professional improvement units

Industrial hygiene and safety requirements

First aid certification requirements

Maintain a central vocational certification records file which includes copies of:

Employment applications

Certification applications

Certificates issued

Individual professional improvement plans

Documents verifying completion of professional improvement units

Correspondence dealing with certification

The director can best accomplish the goal of full compliance with minimum certification requirements and ensure the effective operation of the certification system by maintaining a close helping relationship with the division/department chairpersons and instructional staff. Every effort should be made to erase the cloud of mystery that sometimes surrounds vocational certification.

Vocational certification is an essential and important part of vocational education. It must be handled with accuracy and must conform to the minimum system (WAC) requirements.

PROFESSIONAL DEVELOPMENT

The competent vocational instructor possesses subject matter expertise, has good techniques of instruction, is resourceful and creative, understands and uses good evaluation techniques, has good personal relationships, and has a strong desire to teach. The goal of professional development then, is to further develop and enhance these qualities.

Professional Improvement--a Continual Process

Professional development should be a continual process for all members of the vocational education team: instructors, counselors, supporting staff, and administrators. Within the college community, the vocational educator faces a unique problem of keeping abreast of technological changes in his or her occupation. The never-ending technological changes that occur require continual updating of technical expertise as well as developing new teaching strategies suitable for these new technical skills.

Individual Improvement Plans

The vocational director has the opportunity to exercise positive influence in professional improvement through vocational certification. WAC 131-16-092 requires that each full-time contracted professional shall have an individual improvement plan developed in consultation with and approved by the vocational director or designee. The planning of an individual improvement plan offers an excellent opportunity to offer professional advice that will assist the individual instructor to improve his/her subject matter knowledge and improve his/her techniques of instruction as well as the other essentials of a good vocational instructor.

To be effective in helping vocational instructors plan their professional improvement activities, the director must be knowledgeable about the instructor's assignment, occupational specialty, strong points, weaknesses, and personal goals and aspirations. Furthermore, he or she must know the availability, cost, and scheduling of all suitable professional activities.

The Changing Role of the Vocational Instructor

When planning a professional improvement plan, one must remember that the role of the vocational educator has changed. In years past, the major (almost single) emphasis was on preparing students for specific jobs. While the vocational preparatory and supplemental goals still remain, additional responsibilities have been thrust upon the vocational instructor; i.e., he or she is now part of a comprehensive team approach to develop the total person in his or her vocation goals.

The vocational educator must now possess greater knowledge in allied supporting subject areas as well as general education subject matter. Moreover, the curriculum cluster concept requires that vocational instructors be far more knowledgeable about kindred occupations related to their teaching specialties. And, of course, computerized applications in the instructor's field of specialty, as well as computerized instructional techniques, demand the acquisition of those skills.

Most vocational educators are enthusiastic about professional improvement. They readily recognize its importance and willingly participate in those activities most suitable for their particular situations. Others may need some urging and assistance. Of course, certification requirements are a lever but should not be used as the sole basis for planning.

Improvement Plans for New Full-time Vocational Instructors

Individual improvement plans for new full-time vocational instructors should first address the course requirements mentioned in WAC 131-16-093, i.e., elements of teaching, techniques of occupational analysis, and vocational course organization. In addition, the special safety and industrial hygiene and first-aid requirements must be met. After five-year certificate requirements have been met, the plan should be broadened to include additional vocational teacher education courses such as testing and measurements, history and philosophy of vocational education, shop organization and management, and other enrichment activities.

Improvement Plans for Experienced Vocational Instructors

Individual improvement plans for experienced vocational instructors can include advanced technical specialty courses, general education and/or allied supporting courses, business and industry seminars and workshops, and professional improvement activities offered by professional associations. Also, some provision should be made for return to business, industry, and/or the professions for work experience credit.

Improvement Plans for Part-time Vocational Instructors

Improvement plans for part-time instructors should first emphasize minimum certification requirements. After these requirements have been met, additional experiences to develop more effective teaching techniques are important. Since most part-time instructors are employed in business, industry, or the professions, their technical expertise is generally more than adequate. And, of course, they are probably participating in professional improvement activities within their own occupational area.

Professional Development Activities

The availability of professional development activities depends on the location of the college; however, most of the following activities are available to the majority of vocational community college personnel:

1. Occupational teacher education courses offered by individual community colleges, e.g., South Seattle Community College.

2. Occupational teacher education courses offered by universities, e.g., Central Washington University.

3. Occupational teacher education courses offered at the Washington Vocational Association summer conference.

4. Technical specialty courses offered by community colleges and universities.

5. Seminars and workshops offered by business and industry.

6. Seminars and workshops offered by professional associations, e.g., Washington Society of Certified Public Accountants, National League of Nursing, etc.

7. Performance-based teacher education (PBTE) materials. NOTE: The Center for Vocational Education, The Ohio State University, has developed a performance-based vocational teacher education curriculum especially designed for use in implementing pre-service and/or in-service PBTE programs in vocational education. These PBTE materials, consisting of 100 professional vocational teacher education modules, a student guide, a resource person guide, an implementation guide, and a state-of-the-art report are published by the American Association for Vocational Instructional Materials, 120 Engineering Center, Athens, Georgia, 30602.

The Vocational Directors' Council is a good source of information regarding the availability and quality of various professional in-service activities. Finally, SBCCE staff members can be of help. Call them!

COLLECTIVE BARGAINING AGREEMENTS

Chapter 28B.52, Revised Code of Washington, provides: "Representatives of an employee organization, which organization shall by secret ballot have won a majority in an election to represent the academic employees within its community college district, shall have the right, after using established administrative channels, to meet, confer and negotiate with the board of trustees of the community college district or its delegated representative(s) to communicate the considered professional judgment of the academic staff prior to the final adoption by the board of proposed community college district policies relating to, but not limited to, curriculum, textbook selection, in-service training, student teaching programs, personnel, hiring and assignment practices, leaves of absence, salaries and salary schedules and noninstructional duties."

The above RCW states that it is the purpose of negotiations by academic personnel in community college districts to strengthen methods of administering employer-employee relations through the establishment of orderly methods of communication between academic employees and the community college districts by which they are employed.

Typically, collective bargaining agreements between local boards of trustees and faculty bargaining units cover some or all of the following employer-employee relations subjects: (1) who is covered by the agreement, (2) board-bargaining unit relations, (3) bargaining unit activities and privileges, (4) salaries and rates of pay, (5) fringe benefits, (6) policy development, (7) operating policies, (8) personnel policies, (9) professional development, (10) grievance procedures, and (11) agreement conditions and duration.

The importance of knowing and understanding every aspect of the agreement cannot be overstated. After reading the agreement, the vocational administrator is well advised to discuss it with the campus administrator who represented the Board on the negotiating team. While every section of the agreement is important, special attention should be given to personnel policies, operational policies, salaries and rates of pay, and grievance procedures.

The importance of good contract administration is manifest. It is essential that vocational administrators fully understand the college philosophy regarding contract administration and then make every effort to implement the goals implicit in that philosophy. Disagreements that lead to grievances are time-consuming and generally counter-productive and, if possible, should be avoided within the framework of the Board's philosophy.

HIGHER EDUCATION PERSONNEL BOARD

The Higher Education Personnel Board (HEPB) was created by the 1969 Legislature by the enactment of the State Higher Education Personnel Law (Chapter 28B.16 RCW). The HEPB has jurisdiction over personnel matters affecting the welfare of classified employees in the community colleges and other state institutions of higher education.

Classified employees are non-faculty personnel who provide office and clerical, technical, professional, maintenance and crafts, and general supportive services for the college. The faculty and most administrative personnel are exempted from coverage by HEPB Law.

The HEPB has responsibility to develop and promulgate rules governing personnel administration for classified personnel. The rules become administrative law as codified in Chapter 251 WAC. These rules cover such matters as classification, compensation, resignation, layoff, discipline, dismissal, appeal, collective bargaining, recruitment, examination, appointment, hours of work, holidays, leaves of absence, employee training, performance evaluations, and other personnel matters. The HEPB hires a director and staff to administer the duties of the Board.

Individual community colleges have responsibility for administering and managing their local personnel systems subject to general supervision by the State Board for Community College Education and HEPB rules and regulations previously mentioned. The general responsibility for community college administration is assigned to the college personnel officer. Other administrators and faculty who may have supervising authority over classified employees must follow local college classified rules and regulations, which, of course, must conform to HEPB standards.

Vocational administrators must be familiar with (1) college personnel rules and procedures, (2) examination and hiring procedures, (3) classification rules and procedures, (4) compensation rules, (5) hours of work, (6) discipline rules and procedures, (7) evaluation requirements and procedures, (8) dismissal procedures, and all other HEPB rules and regulations governing classified employees. The college personnel officer is the best resource in this matter.

VOCATIONAL ADVISORY COUNCILS AND COMMITTEES

Community involvement has been and continues to be an essential part of the American education system. Historically, vocational education has maintained close ties with the local community through its system of vocational advisory committees. When properly used, vocational advisory councils and committees prevent the development of information gaps between the colleges and the communities they serve.

Advisory councils and committees for vocational and technical education are considered essential to the establishment and effective operation of vocational and technical education programs. Provisions for and the rules and regulations pertaining to local advisory councils and program/craft committees are included in sections 490-36A-020 and 490-36A-030 of the Washington Administrative Code (Appendix D).

Two types of local advisory groups are commonly found in the Washington Community College system. They are:

Local Advisory Councils

Local Program/Craft Advisory Committees

A third type of committee, the local joint apprenticeship training committee (JATC), while not administratively a part of the community college system, will be discussed because the vocational director and/or other college personnel generally interact with these committees.

LOCAL ADVISORY COUNCILS

Public Law 94-482 stipulates that each local educational agency or post-secondary educational institution which receives Federal funding under the Act shall establish a local advisory council on vocational education. The council will advise the college on matters pertaining to the total vocational program of the college district. While many of its activities are promotional and aimed at creating a more desirable working relationship with the public, it is also intended that these councils will give advice on current job needs and the relevancy of vocational programs offered by the colleges. Such councils have neither legislative nor administrative authority.

The Washington Administrative Code requires that local advisory councils shall be composed of members of the general public, with appropriate representation of both sexes, racial and ethnic minorities found in the program area and locality, including, but not limited to, representatives of business, industry and labor, and also should include representative spokespersons for the handicapped and disadvantaged (Appendix D).

Final selection and approval of council members generally rests with the Board of Trustees, and invitations to prospective members should come from the Board or the college president. Such councils tend to be larger than program/craft committees and may have as many as 16-24 members.

Generally, the vocational director is the college liaison to the local advisory council. While not a member of the council, he or she will play an important role assisting the council and its chairperson in conducting the business of the council.

LOCAL PROGRAM/CRAFT ADVISORY COMMITTEES

These committees advise the college on matters pertinent to a specific occupation, craft or trade, e.g., electronics, carpentry, food service. In most instances, these craft committees limit their involvement to one specific occupation. When they advise a group or cluster of programs they are referred to as program committees. In any case, their functions and operating procedures are the same.

The Washington Administrative Code provides that a local program/craft committee for a specific trade, where appropriate, will have equal representation of employers and employees engaged in the occupation for which training is given. Furthermore, it stipulates that if the program prepares students to enter an apprenticeable trade, the applicable JATC shall be invited to be represented equally with one or more employer and employee members or designees (Appendix D). In some instances, the local Joint Apprenticeship Training Committee serves as the program/craft advisory committee.

In selecting committee members, the college should be mindful of the following:

The individual's expertise in the occupation

His or her interest in serving on the committee

His or her availability to serve on the committee

His or her reputation as a leader in the occupation

In some instances, committee members can be recommended by college personnel. In other cases, employer or employee organizations should be invited to nominate a member to represent the organization on the committee. Obviously, such nominees must be acceptable to the college.

Final selection and approval of committee members should rest with the Board of Trustees, and formal invitations to serve should come from the Board or the college president.

While there is no prescribed number of members for a program/craft committee, it is well to keep in mind that large committees (more than 12 members) tend to be unwieldy for a single occupational area. Smaller committees (6-10) usually are more effective and tend to meet more frequently.

College personnel can be of assistance to the committee by helping plan and organize meetings, by developing/planning agendas, by assisting the committee chairperson with communications, by providing secretarial assistance, by maintaining committee records, and by maintaining good communications between the college and the committee.

Program/Craft Advisory Committee Functions

The function of a program/craft committee is to give advice. These committees have neither legislative nor administrative authority. Their existence is not intended to usurp the prerogatives of the Board of Trustees or the administrative staff of the college. After these two restrictive fields of operation have been clearly identified to the committee, it is up to the college liaison and the committee members to determine how they can best serve vocational education.

Advisory committee functions may include recommendations and advice on the following topics:

- Job market needs
- Program objectives, content, and evaluation
- Equipment and facilities
- Personnel selection
- Legislative support
- Student placement
- Community relations

The above list of possible advisory committee functions is neither prescriptive nor all-inclusive. Enterprising educators and committee members will continue to find new ways for committees to effectively serve vocational education.

Council and Committee Operating Procedures

While it is not possible to formulate an absolute set of policies and procedures for the operation of advisory councils and committees, the following suggestions merit consideration:

1. There should be a Board-approved statement explaining the rationale for selecting and appointing advisory council and program/craft committee members.
2. There should be a Board-approved method of eliminating inactive council/committee members.
3. Appointments should be for a specific period of time, e.g., one, two, or three years.
4. There should be a Board-approved method of terminating the services of a committee at any time the Board deems that such action is in the best interest of the college.
5. Council/committee chairpersons should be elected from the council/committee membership by the council/committee members.
6. Invitations to serve and appointment letters should come from the Board or the college president. Letters of thanks and appreciation should be sent to retiring members.
7. The council and committees should meet regularly. While there is no prescribed meeting schedule, three times a year (once each regular quarter) seems satisfactory.
8. Notification of a scheduled meeting and agendas should be mailed well in advance of the meeting date. Some provision should be made for agenda input for all council/committee members.
9. The college should act upon or respond to council/committee recommendations in a timely manner.
10. Involved faculty should be invited to attend council/committee meetings and should receive minutes of meetings.
11. Council/committee minutes and correspondence should be mailed to members in a timely manner.

Reorganizing a Council or Committee

When the council or a committee becomes inactive (for whatever reason) the college must move quickly to reorganize the group. Following the same general rules of membership and appointment previously mentioned, a new council or committee should be formed. Members of the previous council or committee should be notified of this action and thanked for their service.

Council/Committee Records

Advisory council/committee records are essential documents for program compliance audits. It is the college's responsibility to maintain a file of all council and committee actions, e.g., letters of appointment, terms of appointment, agendas, minutes, resignations, and general correspondence. Generally, this becomes the responsibility of the vocational director.

JOINT APPRENTICESHIP TRAINING COMMITTEES

A local joint apprenticeship training committee (JATC) is an administrative body with responsibilities and functions prescribed by the Washington State Apprenticeship Council under the rules and regulations of the Washington State Department of Labor and Industries. Its function is to develop and administer effective apprentice programs. There is such a committee for every approved apprentice training program.

When performing its primary function of developing and administering effective apprentice programs, a JATC is an independent administrative body. In this phase of its operation, the college is not involved.

A JATC has a secondary function that may or may not involve the college, i.e., performing advisory functions in connection with the related instruction provided apprentices. If the college provides such related instruction, the JATC may:

1. Advise the college in determining related technical information and supplemental training needs.
2. Recommend instructional materials to be used in apprentice related instruction.
3. Recommend instructors for apprentice related courses.
4. Assist with the evaluation of apprentice related instruction.
5. Make recommendations regarding instructional equipment for apprentice related courses.

Since the JATC has sole responsibility for the administration of apprentice training, the college does not have a representative seat on the JATC. However, when the college does provide the related instruction, it is customary for the vocational director (or designee) to attend JATC meetings or at least that portion of the agenda dealing with related instruction.

Summary

The previous discussion of the functions, membership, and operating procedures of the local advisory council and program/craft advisory committees touches on the role of the college liaison to the council and committees. Depending on the college and its local practice, the vocational director may or may not be that liaison.

What, then, is his or her role? From this perspective, it would seem that first, he or she must be the college resident expert on the subject of vocational advisory councils and committees. He or she must be able to give expert advice and assistance to others who work with the committees. When the vocational director is the college liaison to the council or various program/craft committees, he or she must be able to organize and implement an effective advisory council/committee system.

It is recommended that each college district publish an Advisory Council/Committee handbook. It should clearly describe the purpose, functions, and general rules of operation of the council and program/craft committees.

VOCATIONAL PROGRAM APPROVAL

NEW PROGRAM APPROVALS

New vocational preparatory programs require the prior approval of the State Board for Community College Education. Over a period of several years, SBCCE Policy No. 4.20.00 has been thoroughly reviewed and discussed with local community colleges and the Vocational Directors' Council and is the product of the collective thinking of local vocational educators and the SBCCE staff.

The purposes of the program review and approval process are to assure: (1) that an equitable geographic distribution of quality vocational education training opportunities will be available to all persons in the state and suited to their needs, (2) that vocational education programs will be consistent with the actual or anticipated opportunities for gainful employment, (3) that efficient use of resources will be accomplished, and (4) that consideration will be given to training opportunities provided through other agencies.

The program review and approval process which starts with a "notice of intent" submitted by the initiating college makes provision for other colleges and state agencies to review and support or oppose the proposed program. The initiating college must submit evidence of need as well as the following: program objectives, program length, projected enrollment, and the type of award, i.e., certificate or degree, that will be awarded to graduates. After review and analysis, the SBCCE will notify the community college of approval or disapproval.

An appeal process is available when new programs are disapproved by SBCCE. In the case of program disputes between agencies, i.e., SBCCE and SPI, final adjudication will be made by CVE. Final notification regarding program approval or disapproval will be communicated to local districts by SBCCE. A detailed description of this process as well as copies of the supporting SBCCE forms are included in Appendix J.

Planning a New Program

Mention should be made of the necessary planning steps that normally precede, or at least parallel, the program approval process detailed in SBCCE Policy 4.20.00. Effective program planning is a collective process that requires input from the community and other educational institutions.

These steps or practices have, in the past, been successfully used in program planning:

1. Establish an ad hoc advisory committee to study the need for the program and to assist in the planning process. This group should properly represent all parties having a legitimate interest in the program. They should work closely with other interested advisory committees and the Advisory Council.
2. Conduct a survey to determine occupational needs. The ad hoc committee can be of help in this task.
3. Determine the source of funds and that funding is adequate for program needs.
4. Survey similar programs offered by other public or private institutions.
5. Employ, if necessary, consultants to assist in the collection and analysis of data.
6. Work closely with employee and employer groups affected by the program, including the appropriate JATC if there is an apprenticeship training implication.
7. Work closely with neighboring community colleges and VTI's early in the planning process. Good communications in the beginning may help avoid communications gaps that could lead to an objection by a neighboring college or VTI.

The ad hoc planning (steering) committee can be of assistance by:

1. Helping identify program objectives.
2. Helping identify the number of possible job openings for future graduates of the program.
3. Recommending equipment and determining minimum facility requirements.
4. Assisting with the preliminary occupational analysis to determine program/course content and program length.
5. Establishing contact with interested employer and employee groups.
6. Identifying prospective members for the permanent advisory committee.
7. Recommending prospective instructors.

Appointing a Permanent Advisory Committee

Before the program approval request (SBCCE Form PA-3) is submitted, the permanent advisory committee must be designated (SBCCE Form PA-5). Assuming it has the proper representation, this can be the ad hoc committee. It can also be an entirely new group, or members of the ad hoc committee augmented by additional members.

This is an important step. A good and active committee is essential for a new program. During the first two years of operation, the program/craft committee should meet more frequently than is the case of on-going program/craft committees--perhaps as often as once a month--for the purpose of reviewing progress and making corrections.

Funding a New Program

New vocational program planning requires advance budget planning. Determining the source of funding for a new vocational program should precede the actual planning process. Such budget concerns as direct instructional costs, i.e., salaries, supplies and equipment; remodeling or construction costs, and other costs such as student support services must be accurately identified. Needless to say, going through the planning process only to discover that funds are unavailable is frustrating to all who participate in the process.

Sub-part 2 funds from PL 94-482 can be used for new vocational programs. This is an excellent use of these funds; however, provision for continuation of the program beyond the third year must be assured.

Ultimately, state-appropriated funds must carry the program. Accordingly, an FTE allocation must be made for the program. Generally, state funds will also be required for initial purchase of equipment and/or facilities remodeling. Therefore, early budget planning with the dean of instruction and/or other key college administrators is essential.

PROGRAM OPTIONS AND ALTERNATIVE PROGRAMS

Program Options

Vocational preparatory program options are subject to prior approval by SBCCE. The initiating district shall submit a completed Program Approval Request, Form PA-3, and related documentation to the SBCCE before starting the program. A program option is a variant of a parent preparatory program where at least 50% of the technical specialty core curriculum courses are identical to those of the parent program. Enrollment ceilings for the parent program govern enrollment in the program option.

Program Alternatives

Vocational preparatory program alternatives do not require prior approval but must be registered with SBCCE on Form PA-4. A vocational preparatory program alternative is any program in which exit points are identified as a part of the career ladder within the approved preparatory program and do not require the addition of any courses that are not presently a part of the approved preparatory program. Enrollment ceilings for the parent program shall govern enrollment in the alternative program.

CONTRACTED PREPARATORY PROGRAMS AND VOCATIONAL EDUCATION SPECIALTY PROGRAMS

Contracted Preparatory Programs

Contracted preparatory programs such as Job Partnership Training Act, WIN, or contracted private industry programs shall be registered with SBCCE on Program Approval Request Form PA-3.

Vocational Education Specialty Programs

A vocational education specialty is a program designed to meet the career goal of an individual student. The education is accomplished on an individual basis with the technical component of the program taking place in a work environment as contracted instruction or a cooperative arrangement. No more than four students can be enrolled in a vocational education specialty (one occupation) at any one community college at any given time. Using SBCCE Form PA-7, each individual enrolled in a specialty program must be registered with SBCCE prior to the beginning of instruction. There are other requirements for this unique mode of instruction (Appendix J).

INACTIVE AND INTERMITTENT PREPARATORY PROGRAMS

Inactive Vocational Preparatory Programs

Provision can be made to maintain program approval for an inactive preparatory program by a written request to SBCCE. This provision will allow time for the college to consider what final action will be taken with the program.

Intermittent Vocational Preparatory Programs

Approved preparatory programs or options that are conducted on an intermittent basis, i.e., every other quarter, one every two years, etc., are listed in a separate category. This listing alerts the SBCCE of possible voids in enrollment information, etc. A program may be placed in intermittent status by request of the college to the SBCCE.

VOCATIONAL PROGRAM REVIEW

The vocational program review is a process to review currently operating vocational preparatory programs in the community college system. The review process must be requested in writing to the State Board for Community College Education and may be initiated for one or more reasons, which could include:

1. A questioning of the supply of students trained compared to jobs available.
2. A questioning of the placement ratio when compared to enrollment and/or completion figures.
3. A questioning of the program validity by bodies external to the system.
4. A request of the community college district.

The program review process for vocational education programs should enable the evaluating team to get a true picture of the vocational program operation. Each program evaluation team will include one vocational education staff member from the State Board for Community College Education, one local vocational director from the community college system who possesses familiarity with the type of program, one employer and one employee member of the advisory committee from the program, and one or more members-at-large to be selected by the staff of the State Board for Community College Education in consultation with the vocational director for the program being reviewed.

In reviewing an existing program, the following items should be considered:

1. The original program approval documentation.
2. The past enrollment and projected enrollment as submitted in the education planning document for the biennium in which the program is being reviewed.
3. Enrollments, completions, and placement statistics for each of the previous two years of the program operation.
4. Follow-up data on the students who have previously exited from the program during the past three years.
5. Program objectives and skill level measurement of the exiting students.
6. A determination of who the program serves and what type of industry the exiting students are employed in.
7. The capacity in which the students exiting from the program have been employed.

Within 30 days after completion of the review, the team will submit, in writing, a set of recommendations related to its findings to the requesting entity and institution reviewed. The recommendations may address:

1. Recommendations to continue the program in its present form.
2. Recommendations to discontinue the program.
3. Recommendations for redirection of the program objectives, format, or instructional process.
4. Recommendations for adjustment in the projected enrollment level for the program.

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BUDGET AND FINANCE

The vocational director will generally be involved in such business and finance activities as budget planning and development, budget administration of Federal Vocational Act Thrust budgets, budget administration for program budgets, equipment inventories, purchasing, and payroll activities for programs/personnel he or she may supervise. The college's chief business administrator who has general responsibility for all of these activities is one of the key college administrators with whom the vocational director must have an effective working relationship. The purpose of this unit is to give an overview of these activities. Specific information about individual college business and finance matters must come from the business office or the business manager of that college.

BUDGET PLANNING AND DEVELOPMENT

Planning for annual operating budgets usually begins well in advance of the effective date of the budget, i.e., July 1. (Community colleges operate on a fiscal year of July 1 through June 30.) The general practice is for the college business office to distribute planning guidelines/instructions along with the permanent level budgets for the current year to each administrator having budget responsibility. These permanent budgets are the planning base for the next budget request.

Ideally, the process starts at the classroom level and progresses through administrative channels until the final college budget is approved and adopted. The planning process should provide an opportunity for individual vocational instructors to express their instructional needs. Usually, the department/division chairperson aggregates the individual instructor or program requests into a departmental/divisional budget request. At this level there should be a collective system for prioritizing new expenditure requests and, when necessary, expenditure reductions.

Departmental/divisional budget requests are usually submitted to the dean for review and approval. The dean, in turn, submits a total instructional budget to the president for review and approval. After receiving budget requests from all college administrative units, the president finalizes the annual college operating budget request, within the college's allocation, and presents it to the Board for final adoption. The process generally provides input and review at all levels. The Board is required by law to hold a public hearing before adopting a final budget.

BUDGET NOMENCLATURE

College accounting is fund accounting; i.e., the source of funds constitutes a broad accounting category. The major funding categories for community college accounting include (1) legislative appropriated operating and capital outlay funds, (2) grants and contracts (Federal Vocational Act funds are included in this category), (3) student government funds, (4) college bookstore funds, and (5) local revenues (resale budgets for vocational customer service programs are included in this category).

Within the total college, separate operating budgets are provided for instruction, administration, student personnel services, library and media, college services, and plant maintenance. The total instructional budget is generally comprised of separate budgets for each operating department, division, or program. It is general practice to provide separate budgets for Federal Vocational Act thrust activities.

EXPENDITURE CATEGORIES WITHIN A BUDGET

Two broad expenditure groups are contained in an operating budget:

Salaries and Wages

S & W expenditures are budgeted for (1) administrative personnel, full- and part-time; (2) permanent faculty, full- and part-time; (3) temporary faculty, full- and part-time; (4) permanent classified personnel, full- and part-time; (5) temporary part-time classified personnel; and (6) student employees, work-study and non work-study.

Operations

The most common operational expenditure categories are personal service contracts, supplies and materials, travel, and equipment. Other operational categories include staff benefits, grants and subsistences, capital outlays, interagency reimbursement, and transfer of charges.

RESALE BUDGETS

Because certain vocational programs involve customer service and rely on resale activities to sustain the instructional program, e.g., food service, separate resale budgets are prepared. The same expenditure categories, i.e., S & W and operations are used; and expenditures are limited to the amount of resale revenue collected by the program activity. Naturally, expenditures must relate directly to the instructional purpose causing the resale activity.

BUDGET ADMINISTRATION

Once a budget has been adopted by the Board, a July 1 (current level) budget is forwarded through administrative channels to the operating unit for implementation. Thereafter, the Community College Fiscal Information System provides monthly budget status reports showing expenditures, encumbrances, and balances. Instructional administrators responsible for individual vocational programs usually have administrative responsibility for their program budgets, including Federal Vocational Act thrust budgets. Because he or she has college-wide responsibility for thrust plans and activities, the vocational director will normally have a supervising responsibility for the total thrust budgets.

PURCHASING See the unit on facilities and equipment, page 40.

EQUIPMENT INVENTORY See the unit on facilities and equipment, page 41.

PAYROLL

The college payroll department has the responsibility of paying college employees according to state and federal regulations and in a timely manner.

Payroll accounting procedures are an individual college responsibility; however, individual college payrolls are processed by the Washington Community College Computer Consortium (WCCCC).

Payroll procedures for permanent employees differ from those of part-time and temporary employees. Administrators having payroll responsibility should make every effort to understand what is expected of them, and of employees under their supervision, and then see that those requirements are met to ensure accurate and timely salary payment to all employees.

FEDERAL VOCATIONAL FUNDS

Each year, the state of Washington receives Federal Vocational Education Act Funds on the basis of a federally approved state plan for vocational education and in an amount proportional to the population of the state. The Commission for Vocational Education, which is the recipient of these federal funds, after deducting an amount to cover certain of its costs, allocates the remainder of the funds to the State Board for Community College Education and the Superintendent of Public Instruction in proportion to the vocational FTE enrollment. In recent years, this has resulted in approximately an equal split of the allocated funds. The community colleges' 1982 allocation was approximately 4.5 million dollars.

PARTS OF THE ACT

Sub-parts 2, 3, 4, and 5 of Part A, Title II, Public Law 94-482, are the source of the aforementioned funds. The act is very prescriptive in the use of these funds: Sub-part 2 is to be used only for instructional programs; Sub-part 3, for supporting services, including vocational guidance, professional development, research and curriculum development; Sub-part 4 for special projects for disadvantaged students; and Sub-part 5, for consumer and homemaking programs.

SET-ASIDES

The act requires that specified percentages of sub-parts 2 and 3 funds be expended for the excess costs of providing services for disadvantaged and handicapped students; i.e., 10% of sub-parts 2 and 3 must be spent for services to the handicapped and 20% of sub-parts 2 and 3 for services to disadvantaged students (limited English proficiency is a part of the disadvantaged category). There are matching requirements for these set-asides (Appendix E).

THE ALLOCATION

Sometime after October 1 of each year, individual community college districts will receive a final annual allocation based on a formula designed to meet the requirements of the federal act (Appendix F). The allocation will show the total allocation and the amount of each sub-part, as well as the minimum expenditure amounts for disadvantaged and handicapped services.

THE THRUST PLAN

Each college using these funds must prepare an annual thrust plan indicating how the funds will be spent. These plans are due in the SBCCE office on or before July 1 where they are reviewed to ensure conformance with the federal requirements.

Since the planning process must begin well before the October allocation is made, individual colleges, on or about the first of June of each year, will receive a planning memorandum from the SBCCE staff with current instructions for preparing the annual thrust plan. Because this planning memorandum arrives before the final allocation is made, the dollar amounts to be used for planning are usually the previous year's allocation or a percentage of the allocation based on the best estimate the SBCCE staff can make regarding the final state allocation. In any case, a final allocation is not necessary at this point. The plan can be developed on the tentative amount and then adjusted after the final allocation is known.

THE SBCCE THRUST PLANNING MEMORANDUM

The SBCCE thrust planning memorandum contains detailed instructions regarding required assurances, functions appropriate for each of the various sub-parts, matching requirements, set-aside requirements, how to code functions, and how to prepare a control summary matrix. Copies of all necessary forms are included. District and college presidents, deans of instruction, vocational directors and business officers all receive copies of this planning memorandum. For examination purposes, a copy of the 1983 instructions for preparing the 1983-84 thrust plan (Voc. Ed. Memo #83-3) is included in the appendices (Appendix E).

Suggested steps in preparing an annual thrust plan:

1. Review previous year's thrust plans approved for your college.
2. Review the thrust budgets for the current year.
3. Carefully read the SBCCE thrust planning memorandum.
4. Determine the tentative planning amounts. This is usually the current year's allocation or that amount adjusted by some plus or minus percentage figure. The college business officer should have the percentage adjustment. If not, call SBCCE staff for guidance.

5. Meet with the dean of instruction and all other vocational administrators to discuss the plan. Keep in mind that you are building a budget; therefore, input from all parties affected by the plan is essential. Also, keep in mind that there may be some carryover items, i.e., commitments made in previous years that must be continued. Example: A new program instructor in his/her second or third year of employment.

6. Involve the advisory council and/or committees in the early planning.

7. Discuss the tentative plan with other educational agencies.

8. After reveiwing all requests for federal vocational funds, prepare a simple worksheet by sub-parts listing all proposed expenditures that meet federal guidelines. Identify those Sub-part 2 and 3 expenditures that qualify as services for disadvantaged and handicapped students.

9. Review the results of step 6 with the dean of instruction and/or other concerned individuals. If you are having difficulty allocating a proposed expenditure to a sub-part or are uncertain whether it is appropriate for an approved function, a call to SBCCE staff is a good investment.

10. As is the case in all other activities involving the allocation of funds, there will be more requests than available funds. Some system of prioritization must be established. If the authority to make the final allocation decision rests with the vocational director, make it! If it is shared, get about the business of finalizing the plan. It is essential that all parties who have made requests for federal funds know early whether their projects will be included in the plan. If not, they may be able to find other funding.

11. Assign goal, objective, and code numbers (see planning memorandum). Goal and objective numbers are assigned by the college. Specific instructions for code number assignment are included in the planning memorandum.

12. Review the excess cost matching requirements; then determine the amounts of state/local dollars. You may want to discuss this matter with SBCCE staff and/or the college business officer.

13. Prepare the thrust plan sheets. Several similar objectives may be included within the same goal.

14. Prepare the assurance statements and the cover page, which must be signed by the college president.

15. Prepare the matrix.

16. Review the SBCCE thrust plan checklist included in the instructions memorandum. Be sure every item is covered.

REIMBURSEMENT FOR EXPENDITURES OF FEDERAL VOCATIONAL FUNDS

Reimbursement for expenditures made under PL 94-482 by individual colleges is made by the agency responsible for the disbursement of funds. Claims are submitted to the State Board for Community College Education for all expenditures related to the college annual thrust plan. Claims for contracts with the Commission for Vocational Education are made directly to that agency.

FORM A-19-1

State of Washington Invoice Voucher, Form A-19, is used when submitting claims to the State Board for Community College Education. Claims for partial reimbursement may be submitted. Final claims are due June 30 (Appendix G).

FORM VOE-022-80-350

State of Washington Invoice Voucher, Form VOE-022-80-350, is used for claiming reimbursement from the Commission for Vocational Education. Since this is primarily used for individual contracts, it is normally submitted at the conclusion of the contract (Appendix H).

FINAL ACCOMPLISHMENT REPORTS

A final report verifying accomplishment of stated objectives is required by both agencies. When submitting Form A-19, a Report of Accomplishments that Relate to Thrusts or Objectives is required for each goal. Accomplishments must be stated in specific measurement terms, e.g., 125 disadvantaged students were served as stated in the thrust. Final accomplishment reports covering all thrust activities are due in the SBCCE office on or before June 30 of each year (Appendix I).

Final accomplishment reports for CVE contracts are due at the time the contract is completed and the reimbursement claim is submitted. This report, too, must identify specific measurable accomplishments that resulted from the contract.

Depending on the college practice, partial and final claim vouchers will be prepared by either the vocational director or the college business officer. More likely, it is a joint effort of both individuals. Final accomplishment reports are the responsibility of the vocational director.

SUGGESTIONS:

1. Read the instructions for the particular claim voucher you intend to submit.
2. Review claim vouchers and final reports previously submitted by your college.
3. Consult with the business officer.
4. Refer to the thrust or contract budget to determine the total amount budgeted.
5. Refer to the appropriate budget printout to determine the actual amounts spent.
6. Refer to the college thrust plan or individual contract to verify specific goals that were mentioned when the plan or contract was submitted.
7. Consult with other instructional personnel to obtain specific accomplishment data.
8. Contact SBCCE staff for assistance.

PROGRAM COMPLIANCE AUDITS, FISCAL AUDITS, AND VOCATIONAL EDUCATION EVALUATION

PROGRAM COMPLIANCE AUDITS

Section 28C.04.040 RCW (1975 Vocational Education Act) states: "Under the state plan the commission shall have periodic compliance audits at least once a biennium of the vocational education programs individually and jointly conducted by the common schools and community colleges to insure compliance with the state plan." Under current practice, the Commission for Vocational Education conducts program compliance audits, but the Washington State Auditor conducts fiscal audits.

Colleges selected for program audits can normally expect a minimum of 120 days prior notice.

The program audit format is as follows:

1. CVE will identify the colleges to be audited.
2. SBCCE will be notified which colleges will be audited. They in turn will notify the respective colleges.
3. Individual colleges will receive a compliance audit instrument identifying the period of audit, the items to be audited, the State Plan references, and the required documentation necessary to establish compliance.
4. Those program activities that can be audited in the SBCCE office will be handled there. SBCCE staff will represent the college at this level of the audit.
5. An audit team consisting of at least one CVE auditor will conduct the local audit visitation. A staff member from SBCCE will accompany the CVE audit team as an observer, and, in fact, as an advocate of the college being audited.
6. After the audit has been completed, the college will be notified of the results of the audit.

Keep in mind that the audit process results in either compliance or noncompliance. There are no shades of gray. The audit team can make judgments only on the basis of documentation provided by SBCCE or the local college.

The audit will cover only those references in the State Plan to local operation, specifically:

1. Establishment of local advisory councils.
2. Duties of local advisory councils.
3. Local program/craft advisory committees.
4. Requirements for filing and procedures to assure compliance with the general application.
5. Evaluation of vocational education.
6. Activities of vocational education student organizations.
7. Vocational education under contract.
8. Vocational-related instruction for apprentices.
9. Work-study programs.
10. Cooperative vocational education.
11. Industrial arts education.
12. Support services for women.
13. Use of funds for day care services.
14. Use of funds for vocational education programs for displaced homemakers and other special groups.
15. Guidance and counseling.
16. Special programs for the disadvantaged.
17. Consumer and homemaking activities.
18. Civil rights policy.

Some items do not apply to individual colleges and, therefore, will not be audited.

Required Documentation

It is the vocational director's responsibility to gather the required documentation to establish compliance with the several sections of the State Plan being audited. The audit instrument is very specific regarding the types of documentation that will establish compliance.

Advisory council and/or program/craft advisory committee minutes are an excellent source of documentation for many of the items being audited. Example: One of the specific audit items dealing with the establishment of local advisory councils requires documentation that indicates the existence of a rationale for determining "appropriate representation" on the council. While it is wise to have a separate approved board document dealing with this subject, it would also be prudent to read the document into the council minutes as a matter of record. During the year, many of the audit items previously mentioned could and should be agenda items for the council and program/craft committees; e.g., a report by the college liaison to the committee(s) on the support services provided to women and the subsequent discussion of the matter by the committee in itself constitutes audit documentation.

The audit team normally will require one or more days to complete its on-site audit visitation. It is the vocational director's responsibility to give them every assistance in completing their assignment. Orderly arrangement and quick access to such documentation as council/committee minutes and records and other college records is essential.

After the audit visitation, the college president will be notified in writing of the results of the audit, i.e., item-by-item compliance or noncompliance. A copy of the audit instrument with the auditor's comments will be included. When necessary, records unavailable at the time of the audit which could establish compliance may be submitted at a later date.

In the case of noncompliance items, the final audit report will cite the authority (policy) for compliance and the college is notified that timely compliance is required. Naturally, the college is given an opportunity to respond to citations of noncompliance.

The Commission views compliance auditing as a program improvement activity which supports our collective efforts to maintain quality vocational education in the state of Washington. Open and frank dialogue with the team is essential. Keep in mind that the SBCCE representative is your advocate. Well before the audit takes place, it is wise to review your particular situation with that person.

FISCAL AUDITS

Fiscal compliance audits for the expenditure of Federal Vocational Act funds are conducted by the Washington State Auditing Department.

In the past, separate audits for Federal Vocational Act funds were the practice. This is no longer the case. Federal O.M.B. Circular A-110 establishes guidelines for a single audit concept; i.e., auditing of Federal Vocational Act funds will take place as a part of the total college fiscal audit.

The RCW requires that the State Auditor audit every state agency once a biennium. Visitations are not necessarily announced. Contact with the college and arrangements will be made through the business manager or the college president.

The principal purpose of a fiscal audit of Federal Vocational Act funds is to establish the validity of the expenditure; i.e., the college spent the funds as they stated they would in the thrusts and that the expenditures were consistent with federal and state rules and regulations. Also, the auditors will be interested in establishing that matching requirements, as stated in the Federal Law, were met.

The college business officer will normally be responsible for gathering data and assisting the auditor for fiscal audits. The vocational director is a resource person to this process.

VOCATIONAL EDUCATION EVALUATION

Public Law 94-482 requires that local vocational education programs be evaluated in terms of:

1. Planning and operational processes.
    - A. Quality and availability of instructional offerings.
    - B. Guidance, counseling and placement and follow-up services.
    - C. Capacity and conditions of facilities and equipment.
    - D. Instructor/pupil ratios.
    - E. Employer participation in vocational programs which use the cooperative method.
    - F. Teacher qualifications.
2. Results of student achievement as measured by:
    - A. Standard occupational proficiency measures.
    - B. Criterion-referenced tests.
    - C. Other significant methods of measuring student readiness.

3. Results of student employment success.

4. Results of services provided for:

    A. Women

    B. Minority groups

    C. Handicapped persons

    D. Disadvantaged persons

    E. Persons of limited English-speaking ability.

Working with the Vocational Directors' Council and local vocational educators, SBCCE developed a self-administered evaluation instrument which fully meets PL 94-482 requirements and is acceptable to the Commission for Vocational Education, which has the statutory responsibility for vocational education evaluation.

The public law requires that each college will be evaluated at least once during a five-year period. Using the instrument previously mentioned, all community colleges in the state were evaluated during the period 1978-82. During the period 1983-87, all colleges will again be evaluated. The schedule for evaluations is always announced well in advance of implementation and usually is an agenda item for the Directors' Council.

Colleges selected for evaluation will receive the evaluation instrument well in advance of the date it is due at SBCCE. The instrument follows the items of evaluation previously mentioned. Section I of the instrument allows individual colleges to respond to each of the evaluation items through a series of questions pertinent to the items. Some questions require additional documentation. Section II of the instrument is a columnar report designed to gather required data on all approved preparatory programs offered by the college.

Upon receipt of individual college evaluation reports (instruments), SBCCE staff reviews the data, contacts the college for additional or clarifying data, if necessary; compiles a narrative report describing the college's programs and activities, and forwards the report and instrument to CVE.

Since the responses to evaluation questions and the data required for the columnar report deal with the entire college vocational program, this is a responsibility for the vocational director. It is an excellent exercise of self-study, which is the first requirement of meaningful evaluation.

FACILITIES AND EQUIPMENT

FACILITIES PLANNING

Vocational facilities planning is best done by individuals close to the program(s) to be housed, i.e., division/department chairpersons or the vocational director. Involved faculty must also participate.

The process generally includes such activities as (1) justifying the need, (2) planning and organizing, (3) selecting a site, (4) developing educational specifications, (5) selecting an architect, (6) reviewing engineering specifications and architectural plans, (7) awarding the contract, (8) construction, and, (9) accepting the completed facility. This is a long and involved process which requires a total team approach as well as the services of numerous professional and contracted individuals.

Remodeling activities are generally funded by the local remodeling and minor repair fund which is a part of each college's annual allocation. Major remodeling and new construction projects require a capital budget request, which is submitted by the college to SBCCE. Such requests are prioritized within the community college system and submitted to the Office of Fiscal Management. If approved, they become a part of the executive budget recommendation and are forwarded to the legislature for approval. If approved, they become a "line item" in the capital budget appropriation.

A planning or steering committee should be formed early in the process. At a minimum, this committee should include the vocational director, the division/department head(s), the business officer (or designee), faculty, and the architect (or designee). The advisory council and the appropriate program/craft advisory committee(s) should be kept informed and involved in the planning process.

Normally, the chairperson of the planning/steering committee will be the designated individual to coordinate and lead the entire planning effort. Hopefully, this would be the vocational director or the appropriate division/department head.

Preparation for the task of leading a facilities planning project is essential. Suggestions: (1) familiarize yourself with Chapter 6, Sites and Facilities, SBCCE Policies and WAC 131-24-030, (2) contact other vocational educators who have gone through the process, (3) obtain and review a set of educational specifications from some other project, (4) obtain and review a modern text or manual on planning, e.g., Modern

School Planning, 7th Edition, Prakken Publications, Inc., (5) meet and discuss the project with the designated architect, (6) meet and discuss the project with appropriate advisory committees, and (7) work closely with the college business officer. He or she is probably your best local resource.

It is essential that the dean of instruction and the president be kept well informed of the committee's progress (or lack of it). Keep in mind that many of the steps involved will require Board action and, therefore, must be transmitted through administrative channels in a timely manner. There can be no information gaps.

Keep in mind that facilities planned and constructed today will be used for many years. It is important that forward-looking concepts and maximum flexibility be central themes of the planning process. A well-planned and equipped facility will effectively enhance vocational instruction.

EQUIPMENT

Fixtures and equipment that are an integral part of a remodel or construction project, i.e., fixed fixtures and equipment, are normally purchased by the contractor and do not go through the college purchasing office. Nevertheless, good specifications and careful attention to quality are required. The college purchasing officer can be helpful in preparing the specifications for such contractor purchased equipment.

When equipment is purchased independent of construction, the following steps are suggested:

Involve the faculty

Consult with appropriate advisory committees

Requisition necessary service, i.e., electrical and mechanical, in a timely manner

Write accurate specifications

Examine different types and brands

Prepare a purchase requisition

Purchase requisitions normally require the approval of the dean of instruction and/or the college president. They will be processed through the college purchasing department.

Purchasing Equipment

Community colleges have primary purchasing authority to purchase instructional and research equipment and supplies necessary for instruction, as well as general authority to purchase other items necessary for the operation of the institution. Certain items covered by state contract, e.g., office furniture and tires, must be purchased from the approved state contract. The authority to purchase for the college rests with the purchasing department.

In general, purchase orders involving less than $400 need not go out for bid. However, such orders are subject to good purchasing procedure, i.e., achieving the best value for the college. Before a purchase order is issued for such items, the purchasing officer will normally expect you to provide a vendor recommendation.

Purchases of $400 or more but less than $2500 currently require a bidding process which, at the discretion of the purchasing officer, can be done by telephone or in writing. Generally, the purchasing department will expect a vendor recommendation from you for such orders, also. Keep in mind that the purchasing office is your advocate and will always work for your best interests.

Orders of $2500 or more require formal written bids.

College purchasing policy is to accept the lowest bid which fully meets the specifications. Low bids can, however, be set aside if specifications are not met or if unique situations, such as matching equipment already owned by the college, require a specific model or brand.

SUGGESTIONS FOR EFFECTIVE PURCHASING:

1. Carefully prepare specifications to meet your needs.
2. Work closely with the purchasing department. It is a valuable resource.
3. When low bids do not meet educational specifications, be prepared to document the point. The purchasing officer will be in a better position to help you acquire the equipment appropriate for your needs.
4. Carefully consider such items as: (1) warranty; (2) the reputation of the vendor for warranty service, etc.; (3) experience other colleges have had with similar equipment; and (4) recommendations from the college purchasing department.

Equipment Inventory

Accounting for state-owned assets is a requirement and is accomplished through the MIS-8 Equipment Inventory Control System. In addition to the fiscal accounting purpose, inventory control is essential for the security of state-owned assets.

When a vocational administrator assumes the care and custody of equipment, there is a presumption of responsibility for the asset(s) under his or her control. Therefore, it is essential that an accurate inventory be maintained. Changes in inventory resulting from acquisitions and disposals of equipment are handled by the business department. The vocational administrator's principal role in the process is that of conducting an annual physical count to verify the existence of equipment assigned to his/her custody, and, of course, reporting the theft or unauthorized removal of equipment.

Essential inventory information included in the MIS-8 includes: item description, state number, manufacturer's serial number, original cost, estimated life, and estimated replacement cost. (Note: The estimated replacement cost and estimated life are supplied by the MIS-8 system.)

Instructional departments/divisions annually receive an inventory list of all equipment assigned to the administrative unit. This list is the basis of the annual physical verification count previously mentioned.

VOCATIONAL EDUCATION DATA SYSTEM (VEDS)

The Vocational Education Data Reporting and Accounting System (VEDS) is a requirement of PL 94-482. It consists of enrollment reporting, completion reporting, and follow-up reporting on completers and leavers of vocational preparatory programs.

The data necessary for these reporting requirements are derived from the Community College Student Information System/Management Information System (SIS/MIS) files. They are:

> Student Master File (MIS-1) This file contains student biographical data, i.e., name, residence, sex, age, program, educational intent, etc.
>
> Course Schedule File (MIS-2) The MIS-2 contains the data elements necessary to identify every course (class) offered by the community college system, i.e., course title, number, HEGIS code, OE code, section, etc.
>
> Facilities File (MIS-3) This file contains descriptive data of college classrooms, laboratories, student areas, and other college space.
>
> Vocational Student Files (MIS-4/VEDS) The MIS-4 is a sub-file extracted from the MIS-1 based on vocational intent. The VEDS file is extracted from the transcript file and the vocational follow-up questionnaires.
>
> Professional Personnel (MIS-6) The personnel file contains instructor/administrator data, i.e., name, salary, workload by percentage of full-time, etc.
>
> Classified Personnel (MIS-7) This file contains personnel information for staff covered by HEPB regulations.
>
> Equipment Inventory (MIS-8) The MIS-8 contains identification, value and age data of all state-owned equipment. (See unit on business and finance.)

These community college SIS/MIS files contain a variety of quantitative data that can be used for a variety of educational reporting purposes. Not every SIS/MIS file is involved in the VEDS reporting process.

The system is designed to provide linkage between the several files and thus allows a variety of reporting formats.

The major emphasis of this unit is the MIS-4/VEDS files and the follow-up activities necessary to meet federal follow-up reporting requirements. Since this can be only a general description of the process, vocational administrators involved in this important activity are advised to consult with their college MIS coordinator for more detailed information about the system and the follow-up process.

As authorized by PL 94-482, the primary purpose of the Vocational Education Data Reporting and Accounting System (VEDS) is to provide a national reporting system to gather uniform data from every institution providing vocational education covered by a state plan for vocational education.

Two sets of reports are required of each college: (1) completer reports and (2) follow-up reports. The community college VEDS reporting system allows individual colleges to prepare these reports by either an automated or manual process. Those who elect the manual approach may use selected services of the automated system. Whether the required reports are prepared manually or by the automated process, the preparation steps are essentially the same. The steps are:

> Identify Vocational Preparatory Students. The SBCCE Information Services Division provides each college with a quarterly list of students enrolled in each vocational preparatory program.
>
> Prepare Completer Reports. Completers are those students who received degrees or certificates and those who successfully completed program requirements but did not apply for a graduation award. Two annual reports: (1) Completer by Recognition, and (2) Completers by Racial/Ethnic/Sex designation are required.
>
> Prepare Questionnaires and Mailing Labels. An accurate list of exited students by program is required for follow-up. The completer reports augmented by leavers, i.e., those students who completed a significant portion of the program, satisfies this requirement. Mailing labels and questionnaires are prepared from this list.
>
> Mail Follow-up Questionnaires. Individual colleges mail follow-up questionnaires to exited students, i.e., completers and leavers. To achieve a higher response rate, many colleges make a second mailing and/or telephone contact with the individual. Either or both of these techniques are recommended.

Prepare Follow-up Reports. The data collected from the follow-up questionnaires is summarized and used for the final follow-up summaries. Whether prepared manually by the college or by the automated system, the following reports are required:

Follow-up Completers by Program

Follow-up Completers by Racial/Ethnic/Sex Designation

Follow-up Completers by Recognition

Follow-up Leavers by Program

Follow-up Leavers by Racial/Ethnic/Sex Designations

Follow-up Completers and Leavers, Placement by County

COURSE AND PROGRAM CODING SYSTEMS

There are two systems of course/program coding with which vocational administrators should be familiar; Higher Education General Information System (HEGIS), and Office of Education (OE) coding.

HIGHER EDUCATION GENERAL INFORMATION SYSTEM (HEGIS)

All community college courses are assigned a four-digit HEGIS code. The purpose of this coding effort is to insure that like courses throughout the community college system are funded at the same rate. There are three broad coding categories: Academic, vocational, and community service self-support.

> Academic codes (0100-4999): Academic courses are those taught primarily for students whose goal is general education or transfer to a four-year institution. It is appropriate to code some vocational courses in the academic area when such courses are also used as transfer courses to four-year institutions. The major academic categories are: (1) academic transfer, (2) high school completion, (3) developmental education, and (4) adult general education. Academic courses are coded by discipline, i.e., Agriculture and Natural Resources (0100 Series); Architecture and Environmental Design (0200 Series); Biological Sciences (0400 Series); etc.
>
> Vocational codes (5000-5999): Vocational courses are those taught for persons who are preparing to enter the work force, or who are presently employed but need supplementary education. The major vocational categories eligible for state funding are (1) vocational preparatory, (2) vocational supplementary, and (3) vocational homemaking. Vocational courses are coded by occupational area, i.e., Business & Commerce Technology (5000 series); Accounting Technology (5002 series); Banking & Finance Technologies (5003 series); etc.
>
> Community service self-support courses (6000): These courses include (1) avocational, (2) hobby, (3) recreational, (4) advanced homemaking, (5) arts and crafts, and (6) entertainment.

The procedure for coding courses is as follows:

1. Individual colleges initiate courses as needed. After courses are approved at the college/district level, the dean of instruction (or designee) initiates a course coding worksheet for each course.
2. Course coding worksheets are forwarded to the Associate Director for Educational Services, SBCCE.
3. The Associate Director, on behalf of the Instruction Commission's Course Coding Committee, approves or modifies the suggested HEGIS codes submitted by the college.
4. Data from the course coding worksheets are entered into the respective college course files.
5. If there is a modification in the suggested HEGIS code, the district is notified. If the district disagrees with the change, it may appeal the decision to the Instruction Commission's Course Coding Committee.
6. SBCCE provides one copy of the course coding master list (by college) each quarter. When there is a need for lists on a more frequent basis, a district may extract its current file whenever it wishes by request to the Washington Community College Computer Consortium.

OFFICE OF EDUCATION CODING (OE)

The U.S. Office of Education publishes a six-digit coding system to identify all occupational programs/courses. These codes are required for all Office of Education reports. The U.S. Office is currently developing a new Classification of Instructional Programs (CIP) coding system which will replace O.E. codes.

PUBLIC AND COMMUNITY RELATIONS

The vocational director in a publicly supported community college is necessarily involved with the public through public information and public relations activities. The principal goal of public information/relations is to ensure that the public has an accurate and realistic perception of the college's vocational programs.

Current national and local economic conditions, recent legislation dealing with vocational education, and recent attention by the mass media to vocational education have caused increased public interest in vocational education. An effective public information/relations plan to take advantage of this interest is a good investment.

The college public information office has overall responsibility for college relations. Accordingly, public information/relations activities planned and executed by the vocational staff should be coordinated through that office. Working within that framework, the vocational director should plan and implement a public information/relations plan to achieve the above-mentioned goal.

College vocational education public information/relations activities should be a team effort. Hopefully, each vocational instructor will participate, at least to the extent of keeping the public informed about his or her program.

A vocational education public information plan should be designed to:

Promote public awareness of vocational education.

Increase the public's understanding of the goals and objectives of the college's vocational programs.

Promote public awareness of new vocational programs.

Make the public aware of additional program needs.

Promote the concept that vocational education is a good investment.

Promote the concept that vocational education is essential for economic growth.

Provide for feedback to measure the public's view of vocational programs offered by the college.

While the techniques of public information may be well known, some of the more effective are:

- Catalogs and brochures
- News releases
- Radio and TV spots
- Talks and presentations
- Displays at conventions, fairs, etc.
- College activities, open houses, etc.
- Vocational Education Week activities
- Newsletters
- Awards and recognition programs recognizing achievement of faculty, staff, and students
- Membership in service organizations

Each of these techniques offers an opportunity to inform the public about the college's vocational programs. They should be a part of the vocational education public information/relations plan and used on a regular basis.

Vocational councils and advisory committees can be of valuable assistance in promoting vocational education. These people are part of the total college community and are sympathetic to its goals and objectives. To be effective, they must be knowledgeable about the college's programs and the college's public information goals. Keeping them informed is the vocational director's responsibility. An appropriate activity for the council and each advisory committee would be to undertake a public information activity each year to promote the program(s) they serve.

SUGGESTED EFFECTIVE TECHNIQUES

- Make a public information/relations plan
- Involve as many people as possible
- Coordinate the plan with the public information office
- Make a public information/relations calendar
- Keep the Advisory Council and the Program/Craft Committees informed and involved

Provide continuous public information/relations activities

Adopt and use an assessment instrument

Assume the responsibility for coordinating the college vocational education public information/relations plan

FEDERAL AND STATE AGENCIES

FEDERAL AGENCIES

Through various public laws beginning with the Smith-Hughes Act of 1917, the federal government has exercised direction and influence in local vocational education. The Office of Vocational and Adult Education (OVAE) within the U.S. Department of Education has the general responsibility of promoting vocational education and overseeing the provisions of federal vocational legislation. Its functions include (1) establishing funding levels for states, (2) reviewing and approving state plans for vocational education, (3) providing audit procedures for the use of federal funds, (4) receiving and reviewing accountability reports, (5) promoting research through special grants and contracts, (6) collecting statistics and data on the condition and progress of vocational education covered by a state plan for vocational education, and (7) disseminating information about vocational education covered by a state plan for vocational education.

Federal involvement in local vocational education is limited to the provisions of the State Plan for Vocational Education and the public law(s) dealing with vocational education.

To qualify for federal funds, states must submit for approval a state plan for vocational education, designate a state board for vocational education which is the sole receiving agency for federal funds, and designate an executive state director of vocational education.

Because of Washington's unique multiple delivery system of vocational education, the 1975 Legislature designated the Commission for Vocational Education as the sole receiving agency for Federal Vocational Act funds. The Commission has additional specific responsibilities relating to vocational education and the State Plan for Vocational Education. Operating responsibility for vocational education in the state of Washington rests with the two operating agencies, the State Board for Community College Education and the Superintendent of Public Instruction.

STATE AGENCIES

State Board for Community College Education

The Washington State Community College system, comprised of 23 community college districts and 27 individual colleges, was created by the Community College Act of 1967 (RCW 28B.50 as amended) to (1) offer an open door to every citizen, regardless of academic background or experience, at a cost within the student's economic means; (2) ensure that each community college district offers thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served, by combining, with equal emphasis, high standards of excellence in academic transfer courses, realistic and practical courses of occupational, cultural and recreational nature, and adult education; (3) provide administration to avoid unnecessary duplication of facilities or programs and encourage efficiency in operation, creativity, and imagination in education, training, and service; and (4) allow for modest growth, improvement, flexibility, and modification of the community colleges as future needs occur.

The community college system is managed by an eight-member board appointed by the Governor. The board employs an executive director and staff to manage its responsibilities and business.

Superintendent of Public Instruction

The Superintendent of Public Instruction has constitutional authority for the supervision of matters pertaining to the public schools. The Division of Vocational-Technical and Adult Education Services in the Superintendent's office has the major responsibility for vocational education in the common schools.

Commission for Vocational Education

The Washington State Commission for Vocational Education (CVE) was created by the Vocational Act of 1975 (Chapter 28C, RCW). The Act (paragraph 28C.04.040) assigns three principal functions to the Commission: (1) Plan development, (2) State Plan modification adjudication, and (3) Vocational Education administration (Appendix K).

Plan development. The Act states that initial planning for a state plan shall be accomplished by the secondary and post-secondary education systems and that the Commission shall be responsible for complying with federal directives to ensure the development and maintenance of a State Plan for Vocational Education.

State plan modification adjudication. This section of Chapter 28C assigns to the Commission the responsibility to adjudicate disputes between the two secondary and post-secondary education systems regarding the state plan. Furthermore, it designates the Commission as the agency to resolve disputes between the two operating systems arising from program proposals.

Vocational education administration. This paragraph of 28C.04.040 designates the Commission as the sole agency for receipt and allocation of federal funds in accordance with the State Plan. In addition, it states that supervision of the State Plan shall be carried out by the Commission and that daily administration of the State Plan shall be primarily the responsibility of the Superintendent of Public Instruction and the State Board for Community College Education.

The Commission administers the Research Coordinating Unit, the Northwestern Vocational Curriculum Management Center, the State Fire Service Training Program, and the Job Training Partnership Act (formerly CETA). It also has the responsibility for approving schools and courses providing training for veterans and their dependents.

The Commission is comprised of seven members--five citizen members appointed by the Governor, the Superintendent of Public Instruction, and the director of the State Board for Community College Education. The chairperson is annually selected from among the five citizen members. An executive director and staff are employed to administer the functions assigned to the Commission.

Services Provided by the Commission for Vocational Education

The Research Coordinating Unit

The Research Coordinating Unit (RCU) which is administered by CVE has the general responsibility for program improvement in vocational education through applied research, exemplary and innovative programs, curriculum development, and the dissemination of material pertaining to those activities.

The RCU uses Sub-Part 3 funds to support its activities. Following guidelines and priorities established by the Vocational Directors' Council, the RCU annually invites individual colleges to submit proposals for applied research, exemplary and innovative programs, and curriculum development projects. A selection committee made up of vocational directors, vocational instructors, a private school representative, and a four-year institution representative, selects the proposals to be funded. The RCU director and the SBCCE staff representative are ex-officio members. Upon request, the RCU will make available, at no cost to the colleges, copies of these projects.

The RCU also administers the Educational Research Information Center (ERIC). This no-cost computerized search service will provide annotated bibliographies of documents on microfiche which are available to local vocational educators.

The RCU, through its agency newsletter, disseminates information on state projects, available funds, out-of-state projects, access to ERIC document reprints and/or microfiche at no charge, and general information dealing with the improvement of vocational instruction.

The RCU is a valuable resource for the improvement of vocational education. Local vocational administrators should participate in the development of the criteria for expenditure of these Sub-Part 3 funds through the Vocational Directors' Council. They should also be familiar with all services offered by the RCU and use these services to enhance the effectiveness of all vocational education programs.

Curriculum Management Center

The Northwestern Vocational Curriculum Management Center (NWVCMC) is one of six regional centers in the national network of curriculum coordination for vocational and technical education. It is funded under a grant of the Federal Vocational Education Act. It serves vocational educators in Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Wyoming, and Washington.

The goal of NWVCMC is to avoid unnecessary duplication of curriculum efforts. It performs national curriculum searches upon request and disseminates information on nationwide curriculum activities. It publishes an annual catalog of noncommercial vocational education materials available within its ten-state region. Upon request, it will obtain materials from the other five regional curriculum centers and specific states. This, too, is a valuable resource for the improvement of vocational instruction.

SUGGESTIONS:

1. Obtain copies of the NWVCMC's annual vocational curriculum catalog.
2. Acquaint instructional personnel with the services offered by the center.
3. Use the services of the center!

Veterans Administration Approvals

The Commission for Vocational Education is designated by the Governor as the State approving agency for the training of veterans and their beneficiaries. Under a contract with the Veterans Administration, CVE approves vocational and technical education programs offered by both public and private institutions.

Veterans Administration program approval is a part of the total program approval process discussed in another section of this project. The best approach to solve a V.A. approval problem is to contact SBCCE staff.

The State Plan Planning Committee

The State Plan Planning Committee was created by the Commission for Vocational Education. It has two primary functions: (1) to assist the operating agencies in the development of a Five-Year Plan for Vocational Education, and (2) to assist the operating agencies in the development of an annual State Plan for Vocational Education.

The Committee has eight voting members: (1) a representative of the State Board for Community College Education, (2) a representative of the Office of Superintendent of Public Instruction, (3) a representative of the Council for Postsecondary Education, (4) a representative of Local School Boards, (5) a representative of vocational teachers, (6) a representative of local vocational administrators, (7) a representative of the Employment and Training Council, and (8) a representative of the State Advisory Council on Vocational Education. A member of the Commission staff chairs the committee.

The Executive Director of the Commission for Vocational Education may appoint additional nonvoting advisory members to represent (1) Four-year institution vocational teacher educators, (2) proprietary vocational schools, (3) the nonprofit sector, (4) the Division of Vocational Rehabilitation, (5) Employment Security, (6) the Vocational Education Equity Advisory Committee, and (7) special groups, e.g., disadvantaged, ethnic minorities, other minority groups, handicapped, the military, and other appropriate groups.

Initial planning for both plans begins with the two operating agencies, SBCCE and SPI. The planning results of these two agencies are reviewed and incorporated into either a five-year or one-year plan. The final work of the committee is forwarded to the Commission for Vocational Education for approval and adoption.

The voting member representing local school administrators alternates between the representative of the Community College Vocational Directors' Council and the representative of the Washington Association of Vocational Administrators. The chairperson of the Directors' Council Planning Committee usually represents the council on this important committee.

State Advisory Council on Vocational Education (SACVE)

The State Advisory Council on Vocational Education (SACVE) was created by RCW 28C.04.300 to comply with federal requirements for the receipt of federal funds for vocational education. Its 29 members are appointed by the Governor and represent a variety of vocational education constituencies. Its principal duties are to advise the Commission for Vocational Education on matters pertinent to the State Plan for Vocational Education and to submit an annual evaluation report on the effectiveness of federally funded vocational education programs in the state of Washington to the U.S. Department of Education and the National Advisory Council on Vocational Education.

Each year, the Washington State Advisory Council on Vocational Education honors exemplary contributions and accomplishments of individuals and groups involved in vocational education through its "Vocational Education Contributor of the Year" Awards Program. Awards are given in four categories: students, educators, lay persons, and advisory committees.

The Council for Postsecondary Education (CPE)

The Council for Postsecondary Education (CPE) conducts comprehensive planning and recommends policy for higher education to the Legislature. In Washington, the higher education institutions include the community college system, the two state universities, the three regional universities, and the state college. The Council also administers certain student aid funds.

The Office of Financial Management (OFM)

The Office of Financial Management is the Governor's budget office. This office prepares the Governor's budget request to the Legislature from the requests of state agencies, distributes the funds appropriated by the Legislature, and administers the fiscal policies of Washington.

ASSOCIATIONS, COMMISSIONS, AND COUNCILS

The Washington Community College System is a publication of the State Board for Community College Education. It describes related organizations within the community college system as follows:

> Within the legal structure of the community college system exists an extensive network of organizations which address themselves to issues of a statewide nature including State Board policy proposals and budgetary matters.
>
> The Trustees Association of Community Colleges (TACC) consists of 115 community college district trustees.
>
> The Washington Association of Community College Presidents (WACCP) is the organization of community college presidents. It has three commissions--Instruction, Student Services and Business Affairs.
>
> Sub-groups of the Instruction Commission, which is composed of deans of instruction, include vocational education directors, continuing education directors and library/media directors.
>
> Sub-groups of the Student Services Commission, which is composed of the deans of students, are registrars and admission officers, student activities personnel, counselors, and financial aid officers.
>
> Sub-groups of the Business Affairs Commission, which consists of business managers, include purchasing agents; budget, accounting, and reporting officers; physical plant managers, bookstore managers, the insurance committee and fiscal advisory committee.
>
> The Faculty Association of Community Colleges (FACC) advises WACCP and the State Board on matters of statewide faculty concern, generally in areas outside the interest of those organizations which represent faculty in negotiations.
>
> The Washington Association of Community College Students (WACCS) consists of representatives of the student body officers of various community colleges.

> Minority affairs directors are organized into the Minority Affairs Directors Council, which administers certain state-funded minority programs.

There is a commonality of purpose among all of these groups that is well expressed in the following statement of purpose of the Washington Association of Community College Presidents.

> The purpose of the Association shall be:
>
> To review and recommend policies and procedures to the Executive Director of the Washington State Board for Community College Education,
>
> To articulate and advocate needs common to the system in providing service to the citizens of Washington,
>
> To increase the effectiveness of Community College education in the State of Washington through appropriate joint action of member institutions, and
>
> To provide a forum for college and district representatives with the Executive Director and his staff, to review and assess major issues, concerns, and problems which confront the Community Colleges as well identified opportunities which benefit the students of the Community College System.

The Washington Association of Community College Presidents, the Washington State Community College Instruction Commission, and the Vocational Directors' Council exercise a significant role in the management of vocational education.

This project focuses attention on the Vocational Directors' Council because it offers a forum for Community College Vocational Directors (administrators) to review, assess, and make recommendations on issues and concerns affecting vocational education.

The Vocational Directors' Council

The active membership of the Council consists of the chief vocational administrators of each college and college district. Associate (nonvoting) members include the SBCCE vocational staff personnel and the liaison representatives from WACCP and the Instruction Commission.

Annually, the Council elects from its active membership a chairperson, a chairperson-elect, and a secretary-treasurer. The chairperson designates a legislative liaison, as well as liaisons to other groups as deemed appropriate.

The standing committees of the Council are:

- Executive Committee
- Personnel Training Committee
- Planning Committee
- Policy Committee
- Program Improvement Committee
- High Technology Committee
- Vocational Student Organization Committee

The Council meets quarterly on a college campus. Meetings are generally scheduled on a Thursday or Friday. The annual meeting schedule is usually published after the summer quarter meeting.

The standing committees report and present agenda items at each quarterly meeting. The Council regularly addresses itself to a wide variety of local, state, and federal issues which may affect vocational education. It sponsors professional improvement activities and facilitates the exchange of ideas and knowledge among the member community colleges. It is also a forum for SBCCE staff personnel to report their activities to the Council membership.

In recent years the Council has dealt effectively with such important issues as (1) The program review and approval process, (2) program evaluation, (3) program improvement, (4) personnel training, (5) compliance auditing, (6) the allocation formula for federal vocational funds, (7) high technology, and (8) other issues pertinent to vocational education.

Through its program improvement committee, the Council sets direction and priorities for the use of Sub-part 3 funds for program improvement through applied research, exemplary and innovative programs, and curriculum development.

One of the Council's major activities is participation in the development of a State Plan for Vocational Education. This is accomplished through the planning committee, whose chairperson is a member of the State Plan Planning Committee.

The Washington Community College system relies on the Vocational Directors' Council to provide statewide leadership in community college vocational education.

SUGGESTIONS FOR EFFECTIVE LEADERSHIP:

Take an active part in Council activities!

Help explain the Council's goals and objectives to members of your college community!

Work with the appropriate Council committees to improve vocational instruction at your college!

Appendix A

WAC 131-16-080 General standards of qualifications for community college personnel. Prior to employment of candidates to perform professional services in Washington community colleges, the district board of trustees shall establish that the candidate possesses:

(1) Scholarship and/or technical skill that represents appropriate study, training, and skills in the proposed area of assignment,

(2) Expertise as a practitioner as evidenced by reports of former associates and supervisors,

(3) A demonstrable understanding and acceptance of the role to be played as a partner in an educational enterprise serving the best interests of the students,

(4) A demonstrable understanding and acceptance of the mission, role, and character of the community college,

(5) The ability to perform assigned duties in a manner consistent with the goals of the institution and the community college system, and

(6) Personal characteristics that contribute to the ability to promote the welfare of the students, the institution, and the state of Washington. [Statutory Authority: RCW 28B.50.090(7)(a). 80-13-011 (Order 82, Resolution 80-14), § 131-16-080, filed 9/8/80; Order 22, § 131-16-080, filed 11/27/73; Order 5, § 131-16-080, filed 12/12/69.]

WAC 131-16-091 Additional qualifications in areas of specialization. In addition to the general standards required by WAC 131-16-080 and chapter 490-28A WAC in the case of vocational education personnel, the district board of trustees shall establish that candidates for appointment meet or exceed the following standards in their areas of specialization:

(1) Professional personnel performing services for which advanced degrees are normally available shall hold the equivalent of a master's degree in the field of their educational service from an accredited college or university or a bachelor's degree and extensive professional experience in the field of their educational service.

(2) Professional personnel in vocational fields or other specialized areas for which advanced degrees are not normally available shall have sufficiently broad and comprehensive training and work experience that particularly qualifies them to provide instruction in their area of specialization.

(3) Vocational education teaching personnel must have recent work experience beyond the learning period as a fully qualified worker in the occupation that will be taught. The minimum work experience shall be equal to the recognized learning period required to gain competence in the occupation, but shall be in no case less than two calendar years of

full-time work or its equivalent, which shall be the number of hours worked by full-time people during a two-year period in the occupation to be taught.

(a) Minimum work experience for apprenticeable occupations will be equal to the learning period then currently registered with the state Department of Labor and Industries.

(b) Minimum work experience in occupations requiring state licensing will be two calendar years subsequent to receipt of license, unless the occupation is also an apprenticeable trade.

(c) Minimum work experience for all other trades and occupations will be two calendar years of full-time employment or its equivalent, which shall be the number of hours worked by full-time people during a two-year period in the occupation to be taught subsequent to the recognized learning period.

(d) Recent work experience shall be defined as employment full-time for six months or its equivalent, which shall be one-fourth of the hours defined as a full-time equivalent in subsection (3) of this section in the occupation to be taught within the two years immediately preceding initial vocational certification.

(e) One year full-time employment shall mean that which is the standard for the occupation.

(4) All other vocational education teaching personnel including instructors of vocationally related courses, teachers' aides, lab assistants, and tutors, who do not meet the work experience and educational requirements specified above may be employed either on a full-time or part-time basis, provided that such individuals shall possess appropriate technical skills and knowledge in the specific program area assigned, and provided further that such individuals shall work under the direct supervision of, or in direct coordination with, an appropriately certified professional. Each college district shall maintain job descriptions for each position in this category.

(5) Vocational counselors shall meet the minimum work experience requirement by verifying work experience in one or more occupations other than professional education, which is cumulative to at least two years of full-time employment as defined in subsection (3) of this section. Vocational counselors shall be certified only if they have had preparation in vocational counseling, testing, and occupational information.

(6) General administrative personnel shall have advanced training or experience relevant to their assigned duties. The chief administrator shall hold an earned doctorate from an accredited university or have equivalent administrative expertise as demonstrated by successful performance of broad administrative responsibilities.

(7) Vocational administrative personnel, including the chief vocational education officer or other individual assigned that responsibility (commonly referred to as the vocational director), and all other subordinate vocational education administrative personnel must have been employed as a full-time vocational education instructor for at least three academic years or have equivalent teaching experience in industry or other public agencies and they must have had at least two calendar years of accumulated experience in the capacity of a supervisor in education, business, industry, a public agency, or an equivalent volunteer community service. In

addition, such individuals must have demonstrated to the employing agency a commitment to and understanding of vocational education. Industry and public agency experience will be evaluated at no more than a one-to-one basis.

(8) Persons employed prior to the effective date of this document shall comply with these standards unless they were qualified on the basis of standards which were in effect in the 1969 Washington State Plan for Vocational Education. All persons shall comply with the provisions of WAC 131-16-092 and 131-16-093 regarding certification and renewal of certificates. [Statutory Authority: RCW 28B.50.090(7)(a). 80-13-011 (Order 82, Resolution 80-14), § 131-16-091, filed 9/8/80; Order 22, § 131-16-091, filed 11/27/73.]

WAC 131-16-092 Maintaining and improving occupational and teaching competencies for vocational administrators, instructors and counselors. It shall be the responsibility of the president of each institution or district to assure compliance with the following standards, which must be met or exceeded by all districts:

(1) The institution or district will certify through the vocational director each instructor and vocational counselor and maintain documentation of such certification. The certificate and the documentation on file shall specify the function and/or the specific occupational area for which the individual is certified.

(2) Each full-time contracted professional shall have an individual improvement plan developed in consultation with and approved by the vocational director or designee. The vocational director shall maintain a file of all such plans.

(3) Part-time teaching personnel must have temporary certification and shall obtain a one-year certificate upon the accumulated completion of forty-five quarter credits (or forty-five credit equivalents) of teaching. Individual professional improvement plans shall be established and approved for part-time personnel upon issuance of a one-year certificate.

(4) Part-time counselors shall obtain a one-year certificate upon completion of the equivalent of one full academic year of counseling responsibility. Individual professional improvement plans shall be established and approved upon issuance of a one-year certificate.

(5) Full-time professional personnel may not be employed on the basis of a temporary certificate for a period of more than one year.

(6) Certification under the above standards is a condition of continued employment for all vocational education personnel. [Statutory Authority: RCW 28B.50.090(7)(a). 80-13-011 (Order 82, Resolution 80-14), § 131-16-092, filed 9/8/80; Order 22 § 131-16-092, filed 11/27/73.]

WAC 131-16-093 Types of vocational education certificates. For the purposes of this section, equivalency shall mean in each case that the employee shall successfully complete the objectives outlined in the improvement plan. In issuing certificates for vocational education personnel, the college district shall utilize the following nomenclature and shall meet the standards set forth:

(1) Temporary certificate.

(a) Vocational instructors shall be issued a temporary certificate provided that such individuals shall be required to complete a minimum of fifteen contract hours of teaching orientation or the equivalent to begin no later than the first day of employment. A temporary certificate is renewable only for part time instructors who have not accumulated forty-five quarter credit hours, or equivalency, of teaching.

(b) Vocational counselors shall be issued a temporary certificate provided that such individuals have met the requirements set forth in WAC 131-16-091(5).

(2) One-year certificate.

(a) Instructional personnel who have completed the minimum requirements for a temporary certificate and who, in addition, provide documentation of teaching competency as demonstrated by having satisfactorily completed a minimum of three credits in courses concentrated upon the elements of teaching, or the equivalent, shall be issued a one-year certificate. A one-year certificate may be renewed no more than once after initial issuance for each year of full-time equivalent instruction, except that in the case of part-time instructors, a one-year certificate may be continued until the equivalent of one year of teaching (45 quarter credits) has been completed.

(b) Counselors may be issued a one-year certificate upon completion of the minimum requirements for a temporary certificate and who, in addition, have completed a minimum of three professional improvement units in accordance with the individual improvement plan. A one-year certificate may be renewed no more than once after initial issuance for each year of full-time equivalent counseling.

(3) Three-year certificate. (Optional with the local district).

(4) Five-year certificate (initial).

(a) Instructional personnel shall be issued a five-year certificate upon completion of two years of teaching service, who have, in addition to the one-year certificate requirements, documentation of competency as demonstrated by having satisfactorily completed a minimum of three credits in courses dealing with the techniques of occupational analysis, or equivalent, a minimum of three credits in courses concentrated upon the principles of vocational course organization or equivalent, and who have completed a minimum of three additional professional improvement units in accordance with the individual's improvement plan.

(b) Counseling personnel shall be issued a five-year certificate upon completion of two years of counseling service, who provide in addition to the one-year certificate requirements, documentation of competency as demonstrated by having satisfactorily completed a minimum of three credits in courses dealing with the techniques of occupational analysis, or equivalent, and who have completed a minimum of six additional professional improvement units in accordance with the individual's improvement plan.

(5) Five-year certificate (renewal). A five-year renewable certificate shall be issued to professional personnel who have completed a minimum of fifteen professional improvement units during the previous five-year period in accordance with the individual's improvement plan. Professional improvement plans initiated after July 1, 1980, shall, if deemed appropriate, include work experience as defined in WAC 131-16-094(1), and no more than ten professional units in any one category as defined in WAC

131-16-094 shall apply.

(6) The vocational director shall be responsible for the designation of approved course equivalents. [Statutory Authority: RCW 28B.50-090(7)(a). 80-13-011 (Order 82, Resolution 80-14), § 131-16-093, filed 9/8/80; Order 22, § 131-16-093, filed 11/27/73.]

WAC 131-16-094 Definition of professional improvement units. The following standards shall be used in the determination of professional improvement unit values for vocational certification by the college districts.

(1) Each forty hours of planned, preapproved, paid work experience shall be equal to one professional improvement unit.

(2) One credit on the quarter system or two-thirds credit on the semester system earned in accredited programs at colleges or universities shall be equal to one professional improvement unit provided it is in compliance with the professional improvement plan.

(3) Each accumulated twenty hours of preplanned participation in activities, such as conferences, seminars, workshops, or symposiums shall be equal to 1.0 professional improvement unit.

(4) Additional professional improvement units may be granted as approved in the individual improvement plan on the basis of independent research and individual development activities of the instructor, counselor, or administrator in excess of the normal contractual obligations.

(5) The vocational director shall be responsible for the approval of professional improvement plans, equivalencies, and units as stated in WAC 131-16-092, 131-16-093, and 131-16-094. [Statutory Authority: RCW 28B.50.090(7)(a). 80-13-011 (Order 82, Resolution 80-14), § 131-16-094, filed 9/8/80; Order 22, § 131-16-094, filed 11/27/73.]

Appendix B

Department of Labor & Industries
Apprenticeship & Training Division
Washington Occupational Titles of Apprentices & Trainees

October 27, 1980

Trade	
Acoustical Applicator	4000 hours
Asbestos Worker	8000 hours
Assembly Mechanic	6000 hours
Auto Glass	6000 hours
Auto Trimmer	8000 hours
Automotive Machinist	8000 hours
Automotive Partsman	4000 hours; 7000 hours; 8000 hours
Baker	5250 hours; 6000 hours
Barber	4000 hours 4362 hours
Beauty Culturist	Inactive
Beveler	6000 hours
Billiard Repairman	Inactive
Blacksmith	Inactive
Blacksmith, Industrial	8000 hours
Boatbuilder	8000 hours
Body & Fender	8000 hours
Boilermaker	6000 hours
Boilermaker (Maintenance)	6000 hours 6400 hours
Bricklayer	3600 hours; 4200 hours; 5400 hours; 36 months
Camera Repairman	4000 hours
Canvas Worker, Heavy	Inactive
Carpenter	6000 hours; 8000 hours
Carpenter, Industrial	4000 hours; 7200 hours; 8000 hours
Carpenter-Millwright	8000 hours
Carpenter-Painter (Ind. Maintenance)	4000 hours
Carpenter (Residential)	8000 hours
Carpet, Linoleum & Resilient Tile Layer	6000 hours
Cash Register Repairman	8000 hours
Cement Finisher	6000 hours
Cleaner, Commercial & Institutional	4000 hours; 4520 hours
Cleaner, Pointer & Caulker	24 months; 4200 hours; 5400 hours
Clockmaker	8000 hours
Cloth Cutter II	6000 hours
Construction Estimator	6000 hours; 8000 hours
Controls Technician, Industrial	6000 hours
Cook	6000 hours; 8000 hours
Customs House Broker	6000 hours
Dental Technician	6000 hours; 7000 hours; 8000 hours
Dial Refinishing & Crystal Fitting	Inactive
Diamond Core Driller	5000 hours

Display Man	Inactive
Draftsman	6000 hours; 8000 hours
Dressmaker	Inactive
Dry Cleaner	30 months; 6000 hours
Drywall Applicator	4000 hours
Drywall Finisher	4000 hours
Electric Utility Technician	8000 hours
Electrical Workers	
Appliance Serviceman	6000 hours; 8000 hours
Construction Electrician	7200 hours; 8000 hours
Marine Electrician	6000 hours; 48 months
Neon Signman	8000 hours
Oil Burner Electrician	8000 hours
Radio & TV Serviceman	8000 hours
Residential Wireman	3600 hours; 4000 hours
Shop Electrician	8000 hours
Sound Communication	6000 hours; 8000 hours
Electrician (Maintenance & Industrial)	6000 hours; 7200 hours; 7650 hours; 7970 hours; 8000 hours; 9000 hours
Electro-Medical Technician	Inactive
Electroplater	6000 hours
Emergency Medical Technician	24 months; 8000 hours
Environmental Control Systems Craft Worker	6000 hours; 8000 hours
Farm Equipment Service Mechanic	8000 hours
Firefighter	4500 hours; 6000 hours; 7000 hours; 8000 hours;
Foundry Welder	Inactive
Funeral Director (Embalmer)	4000 hours
Garage Mechanic (Industrial)	4000 hours
Garment Cutter	Inactive
General Dairyman	Inactive

Glazier (Inside)	6000 hours
Glazier (Outside)	6000 hours; 8000 hours;
Golf Professional	3 years & 4 months
Greenhouse Grower	Inactive
Gunsmith	8000 hours
Heavy Duty Mechanic	8000 hours
Heavy Duty Mechanic (Industrial)	8000 hours
Helicopter A & P Mechanic	6000 hours 8000 hours
Hydro Mechanic	6000 hours
Hydro Station Operator	6000 hours
Instrument Technician (Industrial)	7650 hours; 7970 hours; 8000 hours; 8100 hours; 9000 hours
Insulation Applicator	4000 hours
Iron Worker (Reinforced)	4500 hours; 6000 hours
Ironworker (Shopman)	
Light Metal	6000 hours
Ornamental	6000 hours
Structural	6000 hours
Jewelry Workers	
Diamond & Stone Setter	8000 hours
Enameler	Inactive
Engraver & Chaser	8000 hours
Jeweler & Repairman	8000 hours
Jewelry Polisher	8000 hours
Wax Model Maker & Designer	8000 hours
Lather	6000 hours
Lather, Veneer	4000 hours
Lawn Sprinkler Installer	6000 hours
Lineman	6000 hours; 8000 hours
Locksmith	8000 hours
Machinist (Aircraft Oriented)	8000 hours
Machinist Automotive	8000 hours
Machinist Helper	Inactive
Machinist (Maintenance & Industrial)	6000 hours; 7120 hours; 7200 hours; 7500 hours; 8000 hours; 8320 hours

Machinist, Maintenance (Aircraft Oriented)	8000 hours
Machinist (Shop)	8000 hours
Machinist Metal Fabricator	6000 hours
Marine Design/Drafter	8000 hours
Marine Machinist	4000 hours; 6000 hours
Marine Painter	4000 hours
Marine Pipefitter	36 months; 8000 hours
Marine Sheet Metal	4000 hours
Mason (Industrial)	4000 hours; 6000 hours; 8000 hours
Meatcutter (Retail or Jobber)	4000 hours; 6000 hours
Meat Processor	6000 hours
Mechanic (Maintenance)	6000 hours; 8000 hours
Metal Spinner	Inactive
Meterman	6000 hours
Millman (Cabinet Maker)	6000 hours; 8000 hours
Millwright	6000 hours; 8000 hours
Millwright (Maintenance & Industrial)	6000 hours; 7120 hours; 7200 hours; 7500 hours; 8000 hours
Model Maker	8000 hours
Mold Maker (Ceramic)	6000 hours
Mold Maker (Glass)	8000 hours
Molder/Coremaker	6000 yours; 6240 hours; 4 years
Monument Maker	6000 hours
Motorboat Mechanic	6000 hours
Motorcycle Mechanic	6000 hours
Nondestructive Test Technician	8000 hours
Nursery Worker	6000 hours
Nurses Aide	2000 hours
Office Machine Repairman	6000 hours; 8000 hours
Operating Engineers	
General Equipment Oper.	6000 hours
Grade & Paving Equipment Operator	6000 hours
Heavy Duty Mechanic	6000 hours

Plant Equipment Oper.	6000 hours
Universal Equipment Operator	6000 hours
Optical Worker	7000 hours; 8000 hours; 10,000 hours
Orthopedic Technician	Inactive
Orthotic Technician	Inactive
Painter, Decorator & Paperhanger	6000 hours
Painter (Industrial)	7200 hours
Patternmaker	10,000 hours
Photographer	6000 hours
Pile Driver	4000 hours; 8000 hours
Pipefitter (Steamfitter)	8000 hours
Pipefitter (Maintenance & Industrial)	4000 hours; 7120 hours; 7200 hours; 7500 hours; 8000 hours
Plasterer	6000 hours
Plumber	8000 hours
Plumber, Housing	6000 hours
Printing trades	
Bag Machine Adjuster Operator	36 months
Bookbinder	4000 hours; 2½ years; 6000 hours; 8000 hours; 5 years
Cameraman	48 months; 10,000 hours
Collating Machine Operator	48 months
Cutting & Creasing Pressman	48 months
Extruder Operator	36 months
Feeder	Inactive
Flexographic Pressman Operator	Inactive
Forms Collator Operator	2 years
Forms Collatorman	2 years
Job Press Assistant	3 years; 6825 hours
Letterpress, Sheet Fed	48 months
Letterpress, Web or Roll Fed	48 months
Lithographic Platemaker	8000 hours; 5 years

Lithographer Stripper	5 years
Machine Binderyman	5 years
Mailer	8000 hours
Maintenance Mechanic	48 months
Offset Negative Stripper	Inactive
Offset Press Operator I	Inactive
Offset Press, Sheet Fed Offset	48 months
Offset Press, Web Offset	48 months
Pantograph Operator	48 months
Paste-Up Artist	Inactive
Photoengraver	12,000 hours
Pressman	6000 hours; 8000 hours; 10,000 hours
Printer II	7200 hours; 8000 hours
Punch-Press Operator	48 months
Rotary Forms Pressman	2 years
Rotary Forms Press Operator	2 years
Rubber Plate Maker	48 months
Ruling Machine Operator	5 years
Seals & Stencils	48 months
Silk Screen Process Printer	Inactive
Slitter Operator	48 months
Stereotyper	Inactive
Stock Cutter Operator	48 months
Tag Printing Pressman	Inactive
Typographical Machinist	48 months
Typesetter	Inactive
Quality Assurance, Quality Control Inspectors & Documentation Clerk	8000 hours
Radiator Repairman	8000 hours
Recreational & Small Implement Mechanic	6000 hours
Refrigeration Mechanic	8000 hours
Relay Tester	8000 hours
Repairman, Industrial	8000 hours
Roofer	4000 hours; 4900 hours; 6000 hours
Saddler	Inactive
Sailmaker	Inactive
Saw Filer	6000 hours
Sawmaker (Saw & Knife Maker)	6000 hours; 8000 hours
Scale Mechanic	6666 hours; 8000 hours

Sewing Machine Repairman	Inactive
Sewing Machine Repairman (Industrial)	Inactive
Sheet Metal Worker	8000 hours; 10,000 hours
Sheet Metal Worker (Residential)	4330 hours
Sheet Metal Worker (Industrial)	3800 hours; 7120 hours; 7200 hours; 8000 hours
Shipfitter	4000 hours
Shipwright	8000 hours
Shipyard Welder	2000 hours
Shoemaker (New Shoes)	Inactive
Shoe Repairman	6000 hours
Shop Technician I	7500 hours
Sign & Pictorial Painter	6000 hours; 10,000 hours
Sprinkler Fitter	8000 hours
Staking Engineer	6000 hours
Stationary Engineer	8000 hours
Steelworker, Industrial	8000 hours
Stove Mounter	6000 hours
Substation Electrician	8000 hours
Surveyor	Inactive
Technical Engineer	6000 hours
Telephone Trades	
Cable Splicer	8000 hours
Central Office Installer	8000 hours
Combination Man	8000 hours
Communications & Instrumentation Mechanic	8000 hours
Equipment Man (Telephone)	8000 hours
Facilityman	8000 hours
Installer Rapairman	8000 hours
Telephone Lineman	8000 hours
Testboardman	8000 hours
Template, Jig & Fixture Builder	Inactive
Terrazzo Worker	36 months; 5400 hours
Thermal Applicator	4000 hours
Tile Setter	4200 hours; 5400 hours 36 months
Tool & Cutter Grinder Operator	Inactive
Tool & Die Maker	10,000 hours

Trailer, Container & Van Repair Mechanic	6000 hours
Tree Fruit Horticulturist	3 years
Upholsterer	6000 hours; 7000 hours; 8000 hours
Vending Machine Repairman	6000 hours
Violin, Viola & Cello Repairman	Inactive
Watch-Clock Repairman	8000 hours
Watchmaker	8000 hours
Water Serviceman	Inactive
Welder-Fabricator (Industrial)	8000 hours
Well Driller	6000 hours
Wireman, Electrical Mechanic & Electrician	6000 hours; 8000 hours
Works Repairman	7000 hours
Xerographic Technician	Inactive

Appendix C

WAC 490-28A-014 Safety and occupational health practices standards. The vocational instructor, upon completion of teacher training, will have been trained as a safe worker and will hold a valid first aid certificate which has been issued in compliance with standards for such certificates promulgated by Washington state department of labor and industries, or other appropriate regulatory agency.

(1) Definitions:

(a) "Vocational instructor", for the purposes of these standards, shall mean any individual who is vocationally certified under the state plan for vocational education and/or who is employed as an instructor in a vocational program approved under the state plan.

(b) "Vocational program", for the purposes of these regulations, shall meet the definition agreed upon in operating criteria of the commission for vocational education.

(2) Safety and occupational health standards. The preparation for vocational teaching for all persons shall include instruction in those safety and occupational health practices common to all occupations sufficient to insure those persons knowledge of an ability to instruct students in those practices at a level consistent with the safety and occupational health practices standards adopted by the commission for vocational education.

(a) No person who receives training for vocational teaching after September 1, 1973, shall be employed by a local educational agency in a program approved under the state plan for more than ninety calendar days unless that person has met the safety and occupational health practices standards adopted by the commission for vocational education.

(i) The general safety and occupational health standards apply to all vocational personnel who teach or supervise a vocational class or program in the common schools and community colleges in the state, and all vocational personnel in proprietary schools who are required to hold vocational certification under the state plan.

(ii) This standard can be satisfied by completing a fifteen hour course in safety and occupational health taught by an instructor accredited by the SPI or SBCCE or by passing an approved examination which covers the material contained in the fifteen hour course, or by satisfactorily completing a course in safety and occupational health that has been designated by the SPI or SBCCE as meeting this requirement.

(iii) Approved courses in safety and occupational health will include, but not be limited to history, causes of accidents, classes and types of accidents, motivating safety, accident prevention, occupational health and industrial insurance.

(iv) The meeting of personnel standards to teach in a vocational program will be accepted as evidence of the individual's ability to teach to vocational students the appropriate general safety and occupational health necessary for the occupational area being taught.

(b) The safety and occupational health information needed for specific occupations may be satisfied by one of the following:

(i) Completion of a course as part of preservice training that is designed to provide the potential vocational instructor with the specific skills and knowledge of safety and occupational health pertinent to the occupation he/she is training to teach.

(ii) Completion of an in-service course that is designed to provide the vocational instructor with the specific skills and knowledge of safety and occupational health pertinent to the occupation he/she is training to teach.

(iii) Certification by the local representative advisory committee for the occupation that the vocational instructor does possess the specific skills and knowledge of safety and occupational health pertinent to the occupation he/she is training to teach, together with visible evidence that this is an integral part of the instructional program.

(iv) Where the advisory committee determines that the vocational instructor has less than the necessary skills and knowledge, an advisory committee meeting or meetings devoted to such training as is needed will satisfy the requirement. Verification of training will be the advisory committee minutes which will include the name of the vocational instructor, the name(s) of the trainer(s), evidence of the qualifications of the trainer(s), and the content of the training.

(v) The meeting of personnel standards to teach in a vocational program will be accepted as evidence of the individual's ability to teach the appropriate specific safety and occupational health necessary for the occupational area being taught.

(3) First aid. The standards for safety and occupational health practices adopted by the commission for vocational education shall, where applicable, include the requirement that certain individuals, in addition to other criteria, hold valid first aid certificates issued by or equivalent to the standards of those issued by the Washington department of labor and industries.

(a) A valid first aid certificate is required for vocational instructors in preparatory vocational programs whose instructional environment brings students into physical proximity with machinery, electrical circuits, biologicals, radioactive substances, chemicals, flammables, intense heat, gases under pressure, excavations, scaffolding and ladders, and other hazards.

(b) The determination of hazard shall be made by the safety supervisor, designated under these regulations by the local educational agency, in cooperation with the appropriate local representative advisory committee.

(c) Responsibility for insuring that appropriate staff have first aid training will rest with the district employing the vocational instructor.

(d) The specific type of first aid program required of vocational instructors will be determined by the representative advisory committee organized for the occupation for which the vocational instructor is providing training; however, cardiopulmonary resuscitation instruction is required of all vocational instructors.

(4) Specifically excluded from conformance to this requirement are:

(a) Vocational counselors.

(b) Those instructors who teach related subjects to vocational students; i.e., mathematics, English or communications skills, etc., when these are taught in classrooms rather than shops and are part of a total vocational program that is under the supervision or direction of vocational instructor(s) possessing valid first aid certificates.

(c) Physicians, registered nurses, licensed practical nurses and others when their occupational competencies and training include first aid knowledge equal to or superior to that represented by the first aid certification being required under these regulations.

(d) Vocational instructors who teach ninety hours or less per school year and whose instruction is a part of a total vocational program that is under the supervision or direction of a vocational instructor(s) possessing valid first aid certificate(s).

(5) Safety supervision. A safety supervisor shall be designated by the local educational agency. The safety supervisor shall, among other things, possess an understanding of all safety and occupational health rules, regulations and requirements affecting the employing agency(ies) or its employees; further, said supervisor shall assure that each employee demonstrate competency in all safety and occupational health rules, regulations that pertain to him/her; and assure that all safety and occupational health rules and regulations that pertain to him/her are being met. The safety supervisor shall meet all of the provisions for safety and occupational health that are mandated for vocational instructions contained in this chapter. [Statutory Authority: RCW 28C.04.060. 79-02-019 (Order 79-1, Resolution 78-32-3), § 490-28A-014, filed 1/16/79.]

Appendix D

WAC 490-36A-001 **Advisory councils and committees.** In addition to the rules and regulations relating to advisory councils contained in Sections 104.111 and 104.112, Federal Register, Vol. 42, No. 191--Monday, October 3, 1977, the commission adopts the rules set forth in this chapter. [Statutory Authority: RCW 28C.04.060. 79-02-019 (Order 79-1, Resolution 78-32-3), § 490-36A-001, filed 1/16/79.]

WAC 490-36A-020 Local advisory councils. Each eligible recipient receiving assistance under this act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. Such local advisory council shall be composed of members of the general public, with appropriate representation of both sexes, racial and ethnic minorities found in the program area and locality, including, but not limited to representatives of business, industry and labor, and also should include representative spokespersons for the handicapped and disadvantaged. The responsibility for empanelling members of all local advisory councils shall be that of the local eligible recipient.

(1) Each eligible recipient shall assure the appropriate state agency, in its application for federal or state funds, evidence that documentation of the establishment of a local advisory council is on file.

(2) The local advisory council may be established for:

(a) Program areas;

(b) Schools;

(c) The community; or

(d) The region in which the eligible recipient is located.

(3) When feasible, council membership should be drawn from across the occupational spectrum represented by existing and proposed programs and from other groups of interested and concerned citizens.

(4) Representatives from several local program/craft committees, or representatives of several school councils within a local education agency, having the requisite representation identified in the opening paragraph, should join together to form a general local advisory council.

(5) The local advisory council may assist the local recipient by:

(a) Helping to identify the needs of individuals and the community.

(b) Helping assess labor market requirements;

(c) Contributing to the establishment and maintenance of realistic and practical vocational programs;

(d) Participating in the development of community understanding and support;

(e) Aiding in building the prestige of and respect for the entire program of occupational education;

(f) Supporting access to all vocational programs for both sexes, racial and ethnic minorities.

(6) The local advisory council shall assist the eligible recipient in developing its application to the commission or to the agency which has been delegated the responsibility for accepting applications by the commission.

(7) The commission shall inquire into the establishment and satisfactory functioning of appropriate local advisory councils as part of the overall evaluations connected with monitoring programs being operated by local educational agencies. [Statutory Authority: RCW 28C.04-060. 79-02-019 (Order 79-1, Resolution 78-32-3), § 490-36A-020, filed 1/16/79; Order 75-3, § 490-36A-020, filed 12/18/75. Formerly WAC 490-36-020.]

WAC 490-36A-030 Local program/craft advisory committees. (1) Each eligible recipient shall provide documentation that a program or craft advisory committee has been empanelled for each craft or program area, including disadvantaged and handicapped, at the most specific occupational level appropriate to the identified skill level for which training is given, except that where evidence is presented with the application for approval that a general advisory committee is more appropriate, such a committee will be allowable. Each eligible recipient shall also provide evidence that a bona fide effort is being made to assure the effective functioning of each committee. Evidence of the empanelling could include:

(a) Written documentation of appointments;

(b) Written documentation of acceptance by the appointees;

(c) Other types of verification.

(2) Evidence of a bona fide effort being made could be reflected in meeting minutes, which indicate:

(a) That an adequate number of meetings were held to assure that the input provided a positive effect on the program;

(b) That adequate prior notification of meeting dates and times have been given;

(c) That meetings have been scheduled on dates and at times to assure maximum employer and employee attendance; and

(d) Other corroboration of intent.

(3) The local program/craft advisory committee will have equal representation of employers and employees engaged in the occupation for which training is given.

(4) For programs preparing students for entry into, or upgrading in, apprenticeable trades, the applicable Joint Apprenticeship Training Committee (JATC) shall be invited to be represented equally with one or more employer and employee members or designees. Where satisfactory evidence is furnished indicating that JATC members or designees are unavailable, a committee may be empanelled composed of persons who are familiar with the occupation and geographic area served by the particular program.

(5) The responsibility for empanelling members of the local advisory committees is exclusively that of the local eligible recipient.

(6) The general responsibility of a local program/craft advisory committee is to act in an advisory capacity without administrative or

supervisory responsibility. Since a local program/craft advisory committee, to be effective, must provide advice in the planning, development and evaluation of vocational programs, the activities outlined below are not to be considered all inclusive of the activities said committee may perform to assist the vocational educator and/or local eligible recipient.

(7) Specific activities in which the program/craft advisory committee can be involved are:

(a) Advise on current job needs;

(b) Evaluate the relevance of programs being offered by the eligible recipient in meeting current job needs in the occupational area for which the advisory committee was organized;

(c) Recommend program startup, continuance, discontinuance and enrollment level, that generally conforms with statewide job opportunities forecasts, unless available data indicates a variance is called for due to changes in the economy. For example, the committee can assist the vocational educator to: Make community surveys; determine and verify need for training; review past accomplishments and forecast trends; counsel and guide students in relation to the world of work; provide accurate occupational information.

(d) Make recommendations that will assure the curriculum content is consistent with current skills and knowledge of the occupations. For example, the committee can assist the vocational educator: To evaluate the programs; to plan facilities and establish standards for shop and lab planning; to establish standards for selecting equipment and instructional materials; to recognize new technical developments which require changes in the curriculum; by offering guidance and support in technical matters; to select production work to be used as instructional vehicles for accomplishing course objectives; to determine criteria for evaluating student performance; and to develop cooperative work experience programs for students;

(e) Make recommendations to assure that the instructors are experienced and knowledgeable in the occupation. For example, the committee can assist the vocational educator to: Encourage teacher training of recruits from industry; determine criteria for selecting instructors; recommend and/or recruit qualified instructors;

(f) Assist the vocational educator: By providing tangible evidence that industry is supporting the program; by providing financial, legislative and moral support; by interpreting the program to the community, to unions, to employers; by securing donations of equipment and supplies; by finding placement opportunities for students; and by placing an emphasis on providing recruitment and placement opportunities to both sexes in programs considered nontraditional in nature.

(8) If a bona fide member of an advisory committee is in disagreement with the decision of the appointing elegible recipients to the startup, continuance or discontinuance of a program about which she/he has been appointed to give advice, said member may achieve recourse by taking the following action:

(a) Presenting her/his arguments and evidence to the local administration according to the procedures established by the local agency;

(b) If satisfactory resolution of the disagreement has not taken place within ten days of the receipt of the communication by the local administration, the complaintant may present his/her arguments to the state agency having jurisdiction over the operation of the program, according to procedures established by that agency, with copies to CVE and other affected agencies.

(c) If satisfactory resolution is again not achieved within twenty days of the receipt of the information by the parent agency, the complaintant may present her/his arguments andevidence, orally and in writing, to the commission.

(d) The commission will determine whether a hearing will be held before it, or whether a formal adjudication proceeding is required. [Statutory Authority: RCW 28C.04.060. 79-02-019 (Order 79-1, Resolution 78-32-3), § 490-36A-030, filed 1/16/79.]

Appendix E

MEMORANDUM

April 26, 1983

TO: Vocational Directors

Voc. Ed. Memo No. 83-3

FROM: Richard G. Moe

SUBJECT: Vocational Education Plan for 1983-84

RESPONSE REQUESTED
Due Date - June 30, 1983
Copies Sent To:
District/Campus Presidents
Deans of Instruction, and Business Officers

Forward funding of the federal vocational education act and passage of a continuing resolution by Congress allows an early estimate for Fiscal Year 1984.

The total allotment to Washington State will be approximately 12 percent higher than in 1983. This translates to an additional $600,000 to the community college system. The tentative allocation matrix (Attachment A) is the result of applying the proposed allocation formula to the estimated amount.

Districts are encouraged to avoid using the federal funds to support continuing costs. There is a strong possibility that major changes in the pattern of federal funds for vocational education for FY 1985 will occur; for example:

1. There is a high probability that a reauthorization bill will be passed and that it will not allow use of federal funds for "maintaining" programs.
2. Under a reauthorization act, fund distribution methodology could change dramatically.
3. The administration continues to promote the idea of block grants for vocational and adult education along with a large reduction in funding for these purposes.

This coming year, 1983-84, may be the last year for districts to make a planned transition away from utilization of the federal vocational funds to pay for ongoing costs.

The United States Department of Education has recently undergone a coding revision of Federal Rules and Regulations. Each community college district has been provided with a copy of the original rules, regulations, and their appropriate coding. A cross-reference is provided (Attachment E) for your convenience. The narratives in the Rules and Regulations have not changed.

I. OVERVIEW

The federal vocational act (PL 94-482) requires that each local education agency submit an application for funds containing specified information. Washington community colleges accommodate these requirements through two major efforts.

A. The first is the enrollment planning accomplished on a biennial basis with an annual update which includes the establishment of enrollment levels in vocational preparatory programs and full-time equivalent student levels for preparatory, supplementary, home and family life, and apprenticeship categories. This enrollment planning is conditioned by control totals established by the Governor's Office of Fiscal Management, the Legislature and by the vocational preparatory program approval process of the State Board for Community College Education.

B. The second major effort is the process for the request of federal vocational education funds:

Step 1 - District submittal of an annual plan based on an estimate of the maximum federal funds that may be reasonably expected by each community college district (see Attachment "A").

-- A revised district plan may be submitted as needed to satisfy changes in program, state level budgeting, or changes in state allocation (not later than April 30, 1984).

Step 2 - District submittal of reimbursement claims (A-19-1) for payment. The final payment must detail accomplishments by objectives in measurable terms that fit the original thrust plan.

II. PROBABLE FEDERAL VOCATIONAL ALLOCATION

The tentative federal vocational education allocation for each district as displayed on Attachment "A" is for preliminary planning only. It is generated by a formula identical to that used last year and endorsed by the appropriate community college leadership group prior to submittal to the Commission for Vocational Education at its June meeting. Final acceptance is expected by WACCP and it will be included in the Annual State Plan for approval by the Commission for Vocational Education at its June 1983 meeting. The proposed formula is also subject to approval by the State Board for Community College Education and the Department of Education.

The enrollment data used is the annualized state-supported vocational enrollment data for 1982-83, including estimated spring quarter. The 1980 county census population figures were utilized. The total dollar amount is based on an estimate given by CVE, as final fiscal year figures are not yet available. (Any questions relating to the factors and formula determining the attached allocation should be directed to Kenneth L. Owen, SCAN 234-3680.)

Formal allocations of federal vocational education funds will be transmitted by Harold Jacobsen after the State Board has approved the formula and the community college system apportionment and the annualized FTE count have been finalized.

III. EXCESS COST MATCHING

The package contains a description of the federal requirements for matching excess costs for federal funds expended for handicapped and disadvantaged vocational students. There is also a copy of the rule revision published in the Federal Register on this subject. Districts may need to make adjustments in their budgeting for the special programs and services for handicapped and disadvantaged in order to accommodate the matching requirement. (Any questions concerning the excess cost matching requirements should be directed to Ken Owen, SCAN 234-3680.)

IV. GOALS

Local plans that reflect the 1983 CVE goals for vocational education are encouraged (Attachment D). If CVE revises its goals, they will be forwarded to you for the final plan sometime after October 1.

V. OBJECTIVES

Please note that the following have been incorporated in the attached guidelines:

A. There are no pre-determined Thrusts; rather, each district may establish its own planned objectives along the lines of the authorized functional purposes* for funding use.

B. Each objective is to be coded according to the process reviewed with the Vocational Directors Council in 1978 and included as an attachment.

C. The State Board office funding set-aside for system professional development activities does not include specific funds for participant travel. Participating districts should make provisions for adequate travel costs of district personnel to attend vocational workshops and other out-of-district in-service activities.

VI. DISTRICT THRUST PLAN OUTLINE

The district annual plan for federal vocational funds must contain all of the following elements: required assurances, coded specific measurable objectives, control summary matrix.

A. Required Assurances

1. Maintenance of Effort [Code of Federal Regulations (CFR) 400.321 - 400.325]. A maintenance of effort statement is provided on the cover sheet of the planning format and must be signed by the district or campus president.

2. Consultation with Other Training Resources [CFR 400.141(f)(4)(A)(i)]. An assurance statement must be appended to the planning

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* See Attachment "B."

B. CODED SPECIFIC OBJECTIVES

The attached "Objective Code Structure for Planning, Financing and Reporting" has been developed to provide the necessary minimum information on a coordinated basis ("Attachment "B"). This coding of planning objectives and an identical coding of objective accomplishments can be directly related to the funding categories that must be identified on the A-19-1 Invoice Voucher for claiming federal vocational funds. (Claims must be submitted to the nearest whole dollar--50 cents and above, please round upward, 49 cents and below, please round downward.)

Objectives should reflect your most accurate planning in terms of identified priorities in consideration of available state and local operating funds and federal allocations. If adjustments are necessary at a later date to meet unanticipated needs, it will be possible to file amended objectives up to April 30, 1984. In any case, such amendments must be filed prior to submitting reimbursement claims.

In developing objectives it is emphasized that each should be concise, measurable, and identify specific dollar expenditures.

1. Subpart 2 - Basic Grant (Vocational Education Programs). All expenditures must be governed by CFR 400.501 - 400.515, which includes the definitions of "Vocational Education Programs" and "Vocational Instruction". This is equally applicable to any contracted services (CFR 400.514).

   The selection of specific purposes is to be determined by the district. Districts may select the functional usage most appropriate for expenditures of Subpart 2 funds. The mandated set-asides for disadvantaged and handicapped may be used for any of the identified Subpart 2 purposes, but it is requested that a separate objective be developed for each of these funding areas. Disadvantaged and handicapped funds must be matched separately (CFR 400.5, 400.303, 400.312, and 400.313). (See Pages 8 and 9.)

   (The plan must indicate the state/local expenditures to meet the "excess cost" (see Page 2) requirement on basis of total accumulated effort. In preparing thrust objectives, disadvantaged, handicapped and limited English speaking excess cost expenditures may be matched either by objective or by total effort in each area.)

   Functional purposes:

   a. Vocational Education Program Maintenance (CFR 400.511 - 515). Consistent with the federal act's "Declaration of Purpose" (Section 400.2), it is the recommendation of the Vocational Directors Council that a goal of the community colleges should be to decrease the amount of funds used for program maintenance. Objectives may deal with preparatory, supplementary, or apprentice programs which must be coded as per Attachment "B".

document indicating that the plan has been developed in consultation with persons representative of educational and training resources available in the community college district. This statement must be signed by the vocational director. Please list the institutions and person(s) contacted.

3. Consultation with Local Advisory Council [CFR 400.111(f)(4)(A)(ii)]. An assurance statement must be appended to the planning document indicating that the plan has been developed in consultation with the local advisory council as identified in PL 94-482 and include a listing of names of council members and their area of vocational interest. (Each district is requested to define "representative advisory council" as it relates to their district.) Implementation of the definition is expected in selection of future advisory council members. Advisory council membership is to include appropriate representation of both sexes, the handicapped, the disadvantaged, labor, industry, business, and racial/ethnic groups. This assurance is to be signed by the vocational director. State and federal auditors usually request documentation or evidence that vocational advisory council input was received and, if appropriate, utilized in development of thrust plans. Council minutes are quite acceptable.

4. Description of Potential Students [CFR 400.141(f)(4)(B)(i)]. A descriptive statement of the vocational education needs of potential students to be served and to what extent the programs to be offered will meet such needs must be appended to the planning document.

5. Evaluation of Previously Operated Programs [CFR 400.141 (f)(4)(B)(ii)]. A description of how findings of local or state evaluations of programs operated during previous years have been used to develop the current plan must be appended to the planning documents. The most recent program evaluation and remediation activities must be evident in this plan.

6. Relation to CETA and/or JTPA Manpower Programs [CFR 400.141(f)(4)(C)]. A description of how activities proposed in the planning document relate to manpower programs conducted in the area by a prime sponsor established under CETA or by the service delivery area (SDA) under the Job Training Partnership Act (JTPA) must be appended.

7. Relationships Between Vocational Education Programs [CFR 400.141(f)(4)(D)]. Describe the relationships between vocational education programs conducted with federal funds and other programs in the district supported with state/local funds.

8. Application of Federal Requirements (CFR 400.141). Provide an assurance that every program or activity supported in whole or in part by state or local funds which are used to match federal funds meets the same conditions as those supported by federal funds.

b. Extension and/or Improvement of Vocational Education Programs (CFR 400.511 - 515). Properly coded objectives may be directed to preparatory, supplementary, or apprentice programs.

c. New Vocational Education Programs (CFR 400.511 - 515). Properly coded objectives may be directed to preparatory, supplementary or apprentice programs. Programs shall be considered under the new program category for the first three years of operation.

d. Vocational Work Study (CFR 400.521 - 523). Disadvantaged funds are appropriate for this purpose. Districts electing to use funds for work study must expend an amount, from sources other than federal funds, that is not less than the average expenditure of the preceding three-year period--a federal maintenance of effort requirement. Districts have elected to refrain from using federal vocational funds for work study primarily due to the heavy paper trail required to be fiscally accountable.

e. Cooperative Vocational Education Programs (CFR 400.531 - 533). Basic grant allocation funds can be directed toward this purpose. The Rules and Regulations specify: (a) inclusion of students from non-profit private schools; (b) nondiscrimination on the basis of race, color, national origin, sex, or handicap; and (c) other specific requirements. Districts are reminded to follow 4.80.01 in the SBCCE Policy Manual.

f. Energy Education Programs (CFR 400.541 - 543). A program for this purpose may be identified either as a separate objective or as a properly coded objective under purposes 1, 2 or 3 above.

g. Vocational Facility Construction (CFR 400.551 - 552). Although this is an allowable purpose for use of federal vocational funds, it is not encouraged at the present time.

h. Support Services for Women (CFR 400.601 - 603). Basic grant allocation funds can be directed to this purpose.

i. Day Care Services (CFR 400.611 - 612). Although day care is an allowable purpose under PL 94-482, the 1984 community college portion of the State Plan does not provide for this activity based on the two previous years of experience.

j. Special Services for Displaced Homemakers, et al. (CFR 400.621 - 622). Basic grant allocation can be directed to this purpose. Instructional effort in this area is mandated by PL 94-482. The amount of effort is up to each campus; however, an assessment of the needs of this group is strongly urged.

k. Contracted Instruction including Private Schools (CFR 400.514). This is an optional functional usage of federal funds that may be dealt with either as a separate objective or as a specifically coded objective under purposes 1, 2 or 3. Written agreements negotiated with sheltered workshops involving services to handicapped are applicable. Contracts are to be a legal document and reviewed annually.

l. Local Vocational Education Supervision and Administration (CFR 400.307). Although this is a permissible use of funds, significant expenditures in this area are not anticipated. If a decision is made to use federal funds for local administration, 85 percent must be charged to Subpart 2 and 15 percent to Subpart 3. Local administration must be matched by state/local funds allocated specifically for administration. Districts are not expected to utilize federal vocational funds for this purpose.

m, Student Leadership (CFR 400.513). Federal vocational funds used for student leadership activities must be an integral part of the vocational instruction offered, supervised by qualified personnel, and be available to all students in the instructional program.

2. Subpart 3 - Program Improvement and Support Services. Functional purposes available to the community college districts through Subpart 3 expenditures are limited to objectives that are developed addressing the identified goal areas or purposes; and expenditures of disadvantaged or handicapped funds* that are matched in total on the basis of "excess cost" with state/local expenditures. It is not necessary to provide matching funds for each individual objective.

Functional Purposes:

a. Vocational Guidance and Counseling (CFR 400.761 - 764). Regular, disadvantaged, and handicapped funds may be used for this purpose. Districts may develop objectives directed to these three areas of funding under one general objective or three separate objectives. Whichever process is followed, it is imperative that each objective be properly coded as per Attachment "B".

b. Vocational Education Personnel Development (CFR 400.771 - 776). A significant amount of activity in professional development will continue to be a state-wide effort through in-service workshops, contracting with senior institutions, and other appropriate services. Participating districts must make provision for staff participant travel to system-wide in-service workshops.

c. Grants to Overcome Sex Bias (CFR 400.791 - 793). This is optional and permissible if the district desires to support such an effort.

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* See Handicapped match on Page 81

d. Local Vocational Education Supervision and Administration (CFR 400.307). The same comments addressed to this purpose under Subpart 2 (Item 1) apply. Significant expenditures in this area are not anticipated. If a decision is made to use federal funds for local supervision or administration 85 percent must be charged to Subpart 2, and 15 percent to Subpart 3 along with an equal local/state dollar match for each federal dollar.

3. Subpart 4 - Special Programs for the Disadvantaged (CFR 400.801 - 804). Districts, as determined by the formula, will use Subpart 4 funds to pay up to 100 percent of the costs of special vocational education to serve the economically and/or academically disadvantaged in areas of high concentrations of unemployment and/or school dropouts. Each district is responsible for proof or evidence of this item. Funds can be used to provide vocational program maintenance, extension, improvement or development of new programs, guidance and counseling, staff development and/or improvement, placement services and/or local administration. Funds will be allocated through the formula.

4. Subpart 5 - Consumer and Homemaking Education (CFR 400.901 - 906). Local districts are allocated Subpart 5 funds through a formula to assist in conducting consumer homemaking programs in consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing, home management, clothing and textiles, professional development and others as appropriate. Thrusts can be written for the above programs in the general categories of (1) program improvement and development or (2) special needs programs. Please remember that objectives are to be written in specific and measurable terms so that year-end accomplishments can be readily obtained and submitted to SBCCE along with final claims (Form A-19-1).

Forms for submitting objectives under Subparts 2, 3, 4 and 5 funding are attached. Objectives under each goal or purpose area should be sequentially numbered to facilitate communications. Please note that provision has been made for identifying state/local expenditures for disadvantaged, handicapped and/or local administration efforts. Local administration must be matched by objective. Disadvantaged, handicapped, and limited English speaking may be matched either by objective or by total purpose effort. Please indicate if dollars on plan are excess cost match or total cost match.

C. CONTROL SUMMARY MATRIX

The maximum amount of federal vocational funds available to a district is determined by a formula which contains the priorities and criteria requirements of the federal act. The attached conditional allocation (Attachment "A") specifies the required division of funds to subparts and the minimum set-asides for national priorities and guidance and counseling as required by the act. A district may plan its use of the federal funds within these federal constraints. In addition, provision may be made from Basic Grant funds for Cooperative programs, Displaced Homemaker programs, and Support Services for Women programs.

From the tentative allocation (Attachment "A"), enter on the "Control Summary Matrix" the Subparts 2, 3, 4, and 5, and the total FY 1984 allocations for your district. These are required expenditure levels with no permissible deviation. Note the Disadvantaged and Handicapped totals, under the Block Control, which represent minimum expenditure levels that may be exceeded but cannot be reduced.* Develop the distribution of these block totals into the spaces for Subparts 2 and 3 according to district plans. Columns and lines of the matrix must equal the Column 6 total.

Subpart 4 funds* can only be utilized for the economically and/or academically disadvantaged. Subpart 5 funds can be utilized for program development and improvement and/or programs for special needs students in consumer and homemaking.**

VII. SPECIAL DEFINITIONS

A. Excess Cost Definition:

"Excess costs" represent the costs of special educational and related services above the costs for non-handicapped or non-disadvantaged students. Federal vocational funds may be used to provide 50 percent of such costs and the remaining 50 percent must represent state/local expenditures. It is necessary that this matching be applied to total disadvantaged services and total handicapped services separately. It is not necessary that the matching be applied to each program, each service, or each activity separately, but that the total accumulation of such expenditures including both Subparts 2 and 3 purposes be matched.

(NOTE: Federal vocational funds for the disadvantaged may be used to pay up to 50 percent of the excess costs of programs, services and activities to the disadvantaged and federal funds for the handicapped* may be used to pay up to 50 percent of the excess costs of programs, services and activities to the handicapped.)

In meeting the state/local matching requirements, the following district activities are considered to represent special educational or related services for which excess cost expenditures of state/local funds for vocational students may be documented and reported.

B. Disadvantaged services:

1. Developmental or remedial center operation in serving academically (educationally) disadvantaged vocational students.

2. Financial aid salaries, services, and activities in providing services for economically disadvantaged vocational students.

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* Subpart 4 funds (Special Disadvantaged) are in addition to the minimum expenditures for the disadvantaged.

**Subpart 5 Consumer/Homemaking funds utilized for disadvantaged or handicapped populations are in addition to the minimums.

3. Any other specialized service or activity attributable to vocational disadvantaged students that can be documented with an adequate audit trail.

C. Handicapped services:

1. Any specialized staff expenditures directed toward the provision of programs, services or activities for handicapped vocational students.

2. The attributable vocational share of facility modification or construction to provide accessibility for handicapped students.

3. State/local expenditures documented and attested to through contractual agreement with a sheltered workshop or similar agency in providing modified vocational programs.

4. Any other specialized service or activity attributable to vocational handicapped students that can be adequately documented and have an accurate audit trail.

WASHINGTON COMMUNITY COLLEGES
CONDITIONAL ALLOCATION OF FEDERAL VOCATIONAL FUNDS (PL 94-482)
(Distribution Based on Formula Application)
FY 1984

	DISTRICT/COLLEGE	Column 1 Subparts 2 & 3 Block Allocation	Column 2 REQ. EXPEND. LEVELS (from Column 1) Subpart 2	Column 3 REQ. EXPEND. LEVELS (from Column 1) Subpart 3	Column 4 Subpart 4	Column 5 Subpart 5	Column 6 FY 1984 Total Allocation	Column 7 ESTABLISHED MINIMUM EXPEND. LEVELS (from Col. 2 & 3) Disadv.	Column 8 ESTABLISHED MINIMUM EXPEND. LEVELS (from Col. 2 & 3) Handic.	Column 9 EXPEND. LEVELS (from Col.3) Guid/Couns
1	Peninsula	$ 65,818	$ 58,002	$ 7,816	$ 1,759	$ 5,121	$ 72,698	$ 16,180	$ 8,288	$ 2,237
2	Grays Harbor	69,206	60,988	8,218	1,850	6,688	77,744	17,012	8,715	2,351
3	Olympic	182,661	160,987	21,674	4,882	10,316	197,859	44,902	22,998	6,204
4	Skagit Valley	143,732	126,675	17,057	3,842	13,170	160,744	35,332	18,097	4,882
5	Everett	202,043	178,071	23,972	5,400	13,924	221,367	49,666	25,439	6,862
6	Seattle	692,674	610,488	82,186	18,514	37,327	748,515	170,273	87,211	23,522
7	Shoreline	140,199	123,561	16,638	3,748	12,752	156,699	34,464	17,653	4,763
8	Bellevue	146,880	129,450	17,430	3,926	21,394	172,200	36,106	18,494	4,989
9	Highline	197,149	173,757	23,392	5,270	11,172	213,591	48,464	24,823	6,696
10	Green River	185,055	163,097	21,958	4,946	6,727	196,728	45,491	23,300	6,286
11	Ft. Steilacoom	194,955	171,823	23,132	5,211	9,844	210,010	47,924	24,546	6,622
12	Centralia/OTCC	229,721	202,456	27,265	6,141	8,422	244,284	56,471	28,923	7,802
13	Lower Columbia	129,334	113,985	15,349	3,457	8,341	141,132	31,793	16,285	4,394
14	Clark	211,096	186,050	25,046	5,642	10,913	227,651	51,892	26,578	7,170
15	Wenatchee Valley	103,415	91,140	12,275	2,764	- 0 -	106,179	25,422	13,021	3,514
16	Yakima Valley	191,001	168,338	22,663	5,105	9,366	205,472	46,952	24,048	6,488
17	Spokane	724,073	638,173	85,900	19,355	23,027	766,455	177,991	91,163	24,588
18	Big Bend	73,170	64,482	8,688	1,956	5,363	80,489	17,987	9,214	2,487
19	Columbia Basin	188,708	166,317	22,391	5,044	13,252	207,004	46,389	23,760	6,410
20	Walla Walla	136,919	120,670	16,249	3,660	6,222	146,801	33,657	17,240	4,651
21	Whatcom	63,085	55,593	7,492	1,686	6,487	71,258	15,508	7,944	2,144
22	Tacoma	133,884	117,995	15,889	3,579	4,154	141,617	32,911	16,858	4,548
23	Edmonds	121,769	107,317	14,452	3,256	13,519	138,544	29,933	15,332	4,137
	SUBTOTAL	$4,526,547	$3,989,415	$ 537,132	$ 120,993	$ 257,501	$4,905,041	$1,112,720	$ 569,930	$ 153,747
	Undistributed:									
	Student Org. Ldrship.		31,300				31,300			
	Water/Waste Water Prog.		7,200				7,200			
	Pers. Devel. Activ.			84,480		4,000	88,480			
						500	500			
	TOTALS		$4,027,915	$ 621,612	$ 120,993	$ 262,001	$5,032,521			

SBCCE/4-27-83

Attachment A

OBJECTIVE CODE STRUCTURE FOR PLANNING, FINANCING & REPORTING

XX - X - XX
Functional Purpose
Institutional Intent
Source of Funds

Subpart 2

Funding Source /XX/ - X - XX

Code	
21	Regular
22	Disadvantaged
23	Limited English Speaking
24	Handicapped

Institutional Intent XX - /X/ - XX

Code	
P	Preparatory
S	Supplementary
A	Apprentice

Functional Purpose XX - X - /XX/

Code	
01	Vocational education program maintenance
02	Extension and/or improvement of regular vocational education program
03	New vocational education programs
04	Vocational work study
05	Cooperative vocational education programs
06	Energy education programs
07	Area vocational education school facility construction
08	Support services for women
09	Day care services
10	Special services for displaced homemakers, et al.
11	Contracted instruction, with private schools
12	Local vocational education supervision and administration

Subpart 3

Funding Source /XX/ - X - XX

Code	
31	Regular
32	Disadvantaged
33	Limited English Speaking
34	Handicapped

Institutional Intent XX - /X/ - XX

Code	
P	Preparatory
S	Supplementary
A	Apprentice

Functional Purpose XX - X - /XX/

Code	
01	Vocational guidance and counseling
02	Vocational education personnel training
03	Grants to overcome sex bias
04	Local vocational education supervision and administration

Subpart 4

Funding Source /XX/ - /X/ - XX

Code	
42	Disadvantaged

Institutional Intent XX - /X/ - XX

Code	
P	Preparatory
S	Supplementary

Functional Purpose XX - X - /XX/

Code	
01	Vocational education program maintenance
02	Extension and/or improvement of regular vocational education program
03	New vocational education programs
04	Vocational work study
05	Cooperative vocational education programs
06	Energy education programs
07	Area vocational education school facility construction
08	Support services for women
09	Day care services
10	Special services for displaced homemakers, et al.
11	Contracted instruction, with private schools

Subpart 5

Funding Source /XX/ - X - XX

Code	
51	Non-depressed, regular students
52	Non-depressed, disadvantaged students
53	Non-depressed, limited English speaking students
54	Non-depressed, handicapped students
55	Depressed, regular students
56	Depressed, disadvantaged students
57	Depressed, limited English speaking students
58	Depressed, handicapped students

Institutional Intent XX - /X/ - XX

Code	
P	Preparatory
S	Supplementary

Functional Purpose XX - X - /XX/

Code	
01	Consumer & Homemaking vocational program maintenance
02	Consumer & Homemaking vocational program extension and/or improvement
03	New vocational Consumer & Homemaking programs
04	Personnel development
05	Curriculum development
06	Research
07	Exemplary projects
08	Program evaluation
09	Local administration

Attachment C

____
Campus

This checklist is utilized by office staff to determine if districts have submitted all requested information.

SBCCE THRUST PLAN CHECKLIST

YES NO 1. Appropriate excess cost matching provided for disadvantaged.

YES NO 2. Appropriate excess cost matching provided for handicapped.

YES NO 3. Appropriate thrusts that follow functional purposes in law.

YES NO 4. Appropriate measurable objectives that follow functional purposes in law.

YES NO a. dollar designations
YES NO b. appropriate coding

YES NO 5. Summary matrix balances.

6. Required assurances are provided:

YES NO a. maint. of effort provided and attested to by campus president's signature.
YES NO b. campus consulted with other community training sources.
YES NO c. campus consulted with local advisory council.
YES NO d. a description of potential students is provided.
YES NO e. a description of how course evaluations are utilized to improve campus plan for next year's programs.
YES NO f. a description of campus relationship with CETA.
YES NO g. state/local funded programs used to match federal programs meet the same conditions and standards.
YES NO h. relationship between federally funded voc. programs and state funded.

YES NO 7. Student leadership is an integral part of vocational instruction.

YES NO 8. Minimum guidance expenditures are provided for.

As appropriate:

9. Campus provides in plan for:

YES NO a. cooperative.
YES NO b. displaced homemaker.
YES NO c. support services for women.

10. Appropriate match by subpart and local is provided for:

YES NO a. work study.
YES NO b. local administration.

YES NO 11. If evaluation was conducted, program remediation plan is included as a part of this plan.

YES NO 12. Subpart 4 objectives are within the guidelines.

YES NO 13. Subpart 5 objectives are within the guidelines.

Attachment D

CVE GOALS FOR VOCATIONAL EDUCATION

Goal 1 Development of the Individual - To provide individuals with skills to achieve their personal and career goals.

Goal 2 Responsiveness to Employment Opportunities - To provide quality vocational education to meet the vocational aspirations of individuals which are compatible with employment opportunities and the needs of a rapidly changing economy and new technologies.

Goal 3 Quality Vocational Education - To accommodate all youths and adults who seek vocational education in order to become productive members of society and/or to upgrade their occupational competencies or to learn new skills.

Goal 4 Career Development - To provide individuals with career development experiences through a needs assessment program combining self-appraisal and understanding, educational planning, development of positive work attitudes, and occupational information, exploration, preparation and placement.

Goal 5 Articulation - To ensure that vocational education curricula will be designed so that work at entry levels adequately prepares the individual for advanced training levels, eliminating unnecessary repetition and providing maximum options for continuing education and transfer to other campuses.

Goal 6 Coordination and Planning - To provide strong advocacy, direction, and coordination for the total vocational education effort in the state.

Goal 7 Quality and Cost-Effectiveness - To provide and maintain an effective system of management for vocational education in the state.

Goal 8 Accessibility - To provide opportunities for quality vocational education to all students who can profit from it and for continuing education for adults who seek to improve their knowledge, skills and attitudes in achieving career goals.

Goal 9 Special Services for Special Needs - To provide vocational skills and support services to individuals with special needs, so that they may succeed in vocational education programs and obtain employment at entry levels.

Goal 10 Teacher Education and Professional Development - To provide qualified instructors and other personnel for vocational education programs in the state and to improve competencies of the education personnel in the field.

Goal 11 Evaluation - To provide for continuous evaluation for all vocational education programs based on a changing economy, new educational developments, student completions, student satisfaction, achievements, results of specialized services, placement, and employer satisfaction surveys.

Goal 12 Research and Innovation - To continually seek ways of delivering quality programs and services which are more efficient and effective through research and innovation.

Goal 13 Racial, Age and Sex Bias and Racial, Age and Sex Stereotyping - To eliminate racial, age and sex bias; racial, age and sex discrimination; and racial, age and sex stereotyping in all vocational education programs.

CROSS REFERENCE CHART

ATTACHMENT E

Federal Vocational Rules & Regulations		Code of Federal Regulation (CFR)
104.325-330	Maintenance of Effort	400.321-325(A)(i)
104.141(f)(4)(A)(i)	Consult. with Training Resources	400.141(f)(4)(A)(i)
104.141(f)(4)(A)(ii)	Consult. with Advisory Council	400.111(f)(4)(A)(ii)
104.141(f)(4)(B)(i)	Descrip. of Potential Students	400.141(f)(4)(B)(i)
104.141(f)(4)(B)(ii)	Eval. of Previous Programs	400.141(f)(4)(B)(ii)
104.141(f)(4)(C)	Relation to CETA/JTPA	400.141(f)(4)(C)
	Relation between VE Programs	400.141(f)(4)(D)
104.301	Applic. of Federal Requirements	400.141
104.622 - 634	Basic Grant	400.501 - 515
104.514	Contracted Services-Incl. Private Schools	400.514
104.5,303,312,313	Disadvantaged/Handicapped Matching	400.5,303,312,313
104.511 - 515	Program Maintenance	400.511 - 515
104.2	Declaration of Purpose	400.2
104.511 - 515	Extend and Improve	400.511 - 515
104.511 - 515	New Programs	400.511 - 515
104.522 - 523	Work Study	400.521 - 523
104.531 - 533	Cooperative Programs	400.531 - 533
104.541 - 543	Energy Education Programs	400.541 - 543
104.551 - 553	Vocational Facility Construction	400.551 - 552
104.601 - 603	Support Services for Women	400.601 - 603
104.611 - 612	Day Care Services	400.611 - 612
104.621 - 622	Displaced Homemakers	400.621 - 622
104.307	Local Administration	400.307
104.513	Student Leadership	400.513
104.761 - 764	Guidance and Counseling	400.761 - 764
104.771 - 776	Personnel Development	400.771 - 776
104.791 - 793	Grants to Overcome Sex Bias	400.791 - 793
104.801 - 804	Disadvantaged - Special Programs	400.801 - 804
104.901 - 906	Consumer/Homemaking Education	400.901 - 906

Appendix F

DISTRIBUTION METHOD FOR FY 1984

FEDERAL (PL 94-482) VOCATIONAL FUNDS

From the federal vocational education funds made availabe to the State Board for Community College Education for distribution to community college districts, allocation accounts will be established to pay periodic claims which are in compliance with federal and state regulations and the State Plan for Vocational Education, and are in conformance with the approved objectives of the district.

The 1984 Washington State community college formula utilized for distributing federal vocational funds is displayed below.

$$\left(\frac{u + p + d + a + 2r + n}{7}\right)\left(\frac{.28}{s} + .72\right) = R$$

R x district vocational FTE ratio x federal \$ available = \$ available to district.

FORMULA FACTORS	DATA SOURCE
$u = \frac{\text{unemployment rate of district}}{\text{unemployment rate of state}}$	Washington State Employment Security 1982 annual average adjusted data by labor area
$p = \frac{\text{poverty rate of district}}{\text{poverty rate of state}}$	Dept. of Commerce (1980 Census data) as required by federal regulation (low income factor)
$d = \frac{\text{drop out rate of district}}{\text{drop out rate of state}}$	State Supt. of Public Instruction Research Office--1980 school year
$a = \frac{\text{public assistance rate of district}}{\text{public assistance rate of state}}$	Office of Fiscal Management--1981 Pocket Data Book (low income factor)
r = ability to pay	Community college districts have no tax base; therefore, all are equal, weighted by two to make it one of the most important factors
n = new programs - 0-1 = .95 2-3 = 1.05 4+ = 1.15	SBCCE program approval process as of May, 1983; number of new programs planned for 1983-84 is translated to factor
$s = \frac{\text{service level rate of district}}{\text{service level rate of state}}$	Community college MIS data plus 1980 census data--service level rate = vocational FTE/population

R = resultant of all above factors. The district allocation is calculated when R is multiplied by the district vocational FTE ratio and the amount of money available. No other factors are used.

FORM
A 19-1
(REV 11-75)

STATE OF WASHINGTON
INVOICE VOUCHER

Appendix G

S A M P L E

AGENCY NAME

State Board for Community College Ed.

INSTRUCTIONS TO VENDOR OR CLAIMANT SUBMIT THIS FORM IN TRIPLICATE TO CLAIM PAYMENT FOR MATERIALS, MERCHANDISE OR SERVICES. SHOW COMPLETE DETAIL FOR EACH ITEM

INVOICE VOUCHER DATE January 8, 1983

VENDOR OR CLAIMANT

Community College

VENDOR'S CERTIFICATE I HEREBY CERTIFY UNDER PENALTY OF PERJURY THAT THE ITEMS AND TOTALS LISTED HEREIN ARE PROPER CHARGES FOR MATERIALS, MERCHANDISE OR SERVICES FURNISHED TO THE STATE OF WASHINGTON, AND THAT ALL GOODS FURNISHED AND/OR SERVICES RENDERED HAVE BEEN PROVIDED WITHOUT DISCRIMINATION ON THE GROUNDS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX OR AGE

BY ______________________
(SIGN IN INK)

____
(TITLE)

Partial/ Final	FY Funding	Source/ Intent/ Purpose	Description	AMOUNT	FOR AGENCY USE
F**	83	31-P-02	Reg - Prep - Personnel Training*	2,827	
P	83	55-S-02	Depressed-Suppl-Prog Ext or Improv.	529	
P	83	22-P-02	DADV - Prep - Prog Ext or Imrov	15,439	
				18,795	

*Additional narrative explanation should be included if it is necessary in further identifying the project (purpose/objective).

**When final claim is designated, a report of accomplishments that relates to the thrust objectives in the district plan must be attached.

DOCUMENT # LIQUIDATION DATE

BUS	AUTO FR	PP	EX	RAIL	CARRIER	SHIPPING DOC NO	COLL	PPD	NO OF PCS	RECEIVED BY

DIV OR UNIT RECEIVED FOR	DIV OR UNIT RECEIVED BY	DATE OF RECEIPT	FRT CHARGE

ACCOUNT CODE									AMOUNT	
FUND	APPROP	PROGRAM	OBJECT						LIQUIDATION	NET INVOICE

Account coding will be completed by SBCCE based upon the above coding.

RECEIVED BY (DATE) 95 TOTAL

CHECKED AND APPROVED FOR PAYMENT BY	INVOICE DATE	INVOICE NO	GROSS INV AMT	DISCOUNT IN $	NET INV AMT	VOUCHER NO	WARRANT NO.

STATE OF WASHINGTON

INVOICE VOUCHER

AGENCY	CODE NO.
Commission for Vocational Education Building 17, Airdustrial Park LS-10 Olympia, Washington 98504	0354

CLAIMANT (LOCAL EDUCATION AGENCY)

Appendix H

INSTRUCTIONS TO EDUCATIONAL AGENCIES. Submit this form in quadruplicate to claim payment for materials, merchandise or services.

CLAIMANT'S CERTIFICATE

I hereby certify under penalty of perjury that the items and totals listed herein are proper charges for materials, merchandise or services furnished to the State of Washington and that all goods furnished and/or services rendered have been provided without discrimination on grounds of race, creed, color, national origin, sex or age and that expenditure for such goods and/or services has benefited persons enrolled in vocational education classes in accordance with the State Plan for Vocational Education, further, that documentation of reported expenses is readily available for audit.

BY

(ORIGINAL SIGNATURE) DATE

TITLE

Project Title ____________________

Contract No. ____________________

Claim for the period from ____________ through ____________

☐ Partial Payment

☐ Final Claim

BUDGET ITEM	REPORT OF ALL PROJECT EXPENSES	LESS NONFEDERAL SHARE	CLAIM FOR FEDERAL FUNDS
Totals			

LIQ. REF. #		LIQ. DATE		ACCOUNT CODE							AMOUNT	
FUND	APPROP	PROGRAM		OBJECT							LIQUIDATION	NET INVOICE
										TOTAL		

CHECKED AND APPROVED FOR PAYMENT BY

INVOICE DATE	INVOICE NO.	GROSS INV. AMT.	DISCOUNT IN $	NET INV. AMT.	VOUCHER NO.	WARRANT NO.

176

BEST COPY AVAILABLE

Appendix I

FY 1983 Campus ____________________

REPORT OF ACCOMPLISHMENTS THAT RELATE TO THRUSTS OR OBJECTIVES

(To be attached to all final A-19 Claims for reimbursement of federal vocational funds)

GOAL: ____ Thrust No. ______

Obj. No.	Code No.	Descriptive Accomplishments*		Fed $	# Students served
		Major equipment purchased:	Serial No.	Cost	Voucher #
		Major equipment purchased:	Serial No.	Cost	Voucher #
		Major equipment purchased:	Serial No.	Cost	Voucher #

---

*In addition, if available, please attach any news releases or other favorable publicity outstanding/special programs. This information is utilized to improve public understanding of statewide community college vocational education activities and/or accomplishments.

Appendix J

1.1 Program Approval Procedure

The State Director in compliance with Policy #4.20.00 herewith establishes procedures for the initiation and approval of vocational preparatory programs.

For the purpose of this section, the following definitions shall apply:

A. Vocational Preparatory Program is any prescribed program of studies leading to the award of a district-issued certificate, diploma or degree upon successful completion, providing it is the intention of the college that such a program of studies shall develop those occupational competencies required for entry employment.

B. Program Option is a variant of a parent preparatory program The variation shall not exceed 50 percent of the specialized core curriculum. Options are inventoried as separate vocational programs.

C. Program Alternative. A vocational preparatory program alternative is any program in which exit points are identified as a part of the career ladder within the approved preparatory program and does not require the addition of any courses that are not presently a part of such preparatory program.

D. Program Notice of Intent is a completed form SBCCE-PA-1 indicating program description, objectives and indication of need.

E. Unnecessary Duplication is the condition which exists when trained personnel exceed the projected employment demand and for which vocational education opportunities.

1.2 Approval Process

A. Action required by Initiating Community College. The initiating college shall submit to the State Board office a completed "Notice of Intent" (Form PA-1).

B. Actions required by the State Director

1. The SBCCE will communicate with other appropriate state agencies, and all community colleges. Program "Notices of Intent" being opposed by a community college must return such opposition and rationale to SBCCE within 20 working days of the date mailed from the State Board office.

2. The SBCCE shall respond to the local community college "Notice of Intent" package within 30 working days after receipt.

3. The SBCCE will advise the originating community college of support and provide directions necessary to obtain final program approval, or advise the community college of its opposition, including reasons for this opposition.

C. Follow Up Actions required by Colleges

1. Upon receipt of SBCCE support of a "Notice of Intent," the initiating community college shall submit to the State Board within 120 working days a completed Program Approval Request (Form PA-3) with appropriate supportive forms and documentation.

2. If no Program Approval Request is received by the SBCCE within the 120 working day period, the "Notice of Intent" will be considered void. Reactivation requires the initiation of a new "Notice of Intent."

3. The 120 working day limitation may be waived by the SBCCE in relation to the capital budget request. Special instructions will be issued for each budget development cycle.

4. After receipt by the initiating community college of a "Notice of Intent" that has been opposed by the SBCCE, the college may take the following action to appeal the decision:

   a. Review rationale for SBCCE opposition.

   b. Research facts for which opposition was made.

   c. Assemble facts that may reveal new information that could be used by SBCCE to reconsider decision.

   d. Submit facts to SBCCE office within 120 days of date of opposition by SBCCE.

   e. SBCCE will assemble a panel of experts that shall include other vocational directors and may include business representatives, labor leaders, industrial representatives and other experts in the field. This panel will recommend to the SBCCE whether to reverse or uphold the original decision.

   f. If opposed decision of SBCCE is reversed, the initiating college will proceed with the program approval process used for endorsed "Notices of Intent."

D. Final Action by the State Board Staff

1. After review and analysis, SBCCE shall notify community colleges of program approval or disapproval within 30 working days of receipt of Form PA-3 and supportive documentation.

   a. Program Approval by the SBCCE will be provided to the community college in writing and include any special requirements.

   b. Program Disapproval by the SBCCE will be provided to the community college in writing, and include reasons for its action.

2. After receipt by a community college of approval/disapproval of a program request from the SBCCE, a community college may appeal the decision by following the process as follows:

   a. Assemble facts that provide new or additional information that substantiates the reasons for approval/disapproval.

   b. Submit facts to the SBCCE within 30 calendar days of date of approval/disapproval.

   c. The SBCCE will assemble a panel of experts knowledgeable in the field for which program approval/disapproval is requested. This panel will recommend to the SBCCE whether to reverse or uphold the original decision.

   d. Notice of final decision on the appeal will be transmitted to the affected community colleges within 60 days of the appeal.

3. The SBCCE will distribute a quarterly report of programs, by college, approved during the preceding quarter to all community colleges within the system.

1.3 Procedure for Registration of Program Options and Alternatives

A. Program Alternatives

1. Vocational preparatory program alternatives do not require approval but shall be registered with the SBCCE on Form PA-4. The information from this form will be recorded on the college's approved program inventory as a sub-category.

2. Enrollment ceilings established for the parent program shall include alternatives.

3. Student placement reporting in parent program shall include exiting students from alternatives.

B. Program Options

1. Vocational preparatory program options are subject to prior approval by the State Board for Community College Education.

2. The initiating district shall submit a completed Program Approval Request Form, PA-3, and related documentation to the SBCCE before start of program.

3. The SBCCE shall either approve the proposed option or disapprove, with written rationale.

4. The enrollment ceiling established for the parent program shall include options.

5. Student **placement** reporting shall include exiting students from approved options.

1.4 Registration of Contracted Preparatory Programs

Contracted preparatory programs such as CETA, WIN, or private industry shall be registered with SBCCE on Program Approval Request Form PA-3.

1.5 Vocational Education Program Specialty Approval

A. A Vocational Education Specialty is a program which offers unique opportunities for a few students and is designed to meet the career goal of an individual student. The education is to be accomplished on an individual basis with the technical portion of the program occurring in a work environment as contracted instruction or a cooperative arrangements.

B. Enrollment Limitations - Number of students is limited to four students in any one occupation at any one community college at any given time. The total state completions in one occupation should not exceed probable job opportunities.

C. Application Process - Each community college shall submit to SBCCE a form PA-7 for each individual enrolled in a specialty program prior to beginning of instruction.

D. Administrative Procedures

1. An advisory committee must be utilized for each occupation at each campus.
2. Each community college shall have on file contracts as outlined in SBCCE Standard Policy and Procedures Manual (Sec. 4.80.02, e and f) and a detailed program for each student.
3. If an employer-employee relationship exists, each student enrolled must be paid by the employer at the minimum wage or **greater**.
4. If the individual is a veteran and wishes approval for veterans benefits, the detailed training program must be submitted to the State Board for Community College Education, Vocational Education Section, together with Form PA-7.
5. The approval will expire for each individual at the conclusion of that individual's training or separation from the program.

1.6 Inactive, Intermittent Preparatory Programs

A. Inactive Programs - Approved preparatory programs or options that become inactive for any reason (i.e., budgetary, job needs fulfilled, housekeeping, start up delayed, etc.) may be placed in the inactive category on the program inventory by campus request made in writing to the State

Director. The purpose of this category is to allow a campus ample time to study the continued need or allow some time for program modification and facility, equipment or instructor acquisition.

The maximum time that a program may remain in an inactive status is three years. The SBCCE will notify community colleges six months prior to the three-year expiration. If a program is not reinstated to active status during the three-year period, it will be removed from the respective college's inventory.

To reinstate a program from inactive to active status, the campus must make the request on Form PA-8.

B. Intermittent Programs - Approved preparatory programs or options that are conducted on an intermittent basis (i.e., every other quarter, once every two years, etc.) are listed on the program in a separate category. This listing alerts the SBCCE office of possible voids in enrollment information, as well as notification to prospective students. A program may be placed in this category by request of the campus to the State Director in writing.

1.7 Process for Termination of Preparatory Programs

A. The State Director, in compliance with Policy Number 4.20.00, herewith establishes procedures for discontinuing preparatory vocational programs. A community college district may, at its own discretion, terminate a program and shall notify the State Director of such action within 30 days.

B. After establishing just cause, the State Director may request a review of a preparatory vocational program. In the event of such a review, the responsibility of each is as follows:

1. The district shall initiate a review of the program in question and the conclusions shall be forwarded to the State Director within 90 days of the Director's request.
2. The State Board staff and a minimum of two representatives of the affected district will analyze the information forwarded by the district. If the local district and the State Director concur on the conclusions of the local district, no further action is necessary. If concurrence is not reached, a team may be assembled by the Director for the purpose of conducting an on-site review. The team will consist of at least: one SBCCE vocational education staff person, one vocational director who is familiar with the discipline being reviewed and not a resident of the same geographical area of the state in which the program is being conducted, three people outside the field of education with expertise in the program being reviewed including representation from the local program advisory committee, two administrative staff members of the affected district, and any others mutually identified as necessary by the affected district and the State Director. The nature and scope of the review shall be determined by the review team and shall include all information presented by the local district pursuant to the State Director's initial review.
3. Within 30 days after completion of the review, the team will compile recommendations relating to its findings and forward the report to the State Director and affected community college district.
4. Upon receipt and review of the district and team reports, the State Director will forward his findings and recommendations for program continuation or termination to the college administrators within 30 days.

6/26/83

NOTICE OF INTENT

TO PLAN
VOCATIONAL PREPARATORY PROGRAM

District # ____________ Community College ______________________________

Date Sent to SBCCE ____________ O. E. Code ________________ SIS Code ______________

Program Title ______________________________________ Target Start Date _________

Program Objectives:

Initial Indication of Need: *Include Sources: Business, Industry, College Personnel, Community, Advisory Committees, Other*

Enrollment Plans:

Annual Enrollments ________________________ Annual Completions ______________________

____
Signature of Vocational Director

FOR SBCCE USE ONLY

Support ☐

Oppose ☐
(Rationale Attached)

Date Received from Initiating College ____________

Date Sent to Community Colleges ____________

Date Returned to Initiating College ____________

____
Signature of Vocational Coordinator

SBCCE PA-1
2-17-82

Date received by SBCCE ______________
Date of action by SBCCE ______________

PROGRAM APPROVAL REQUEST

District # __________ Community College ______________________________

O. E. Code __________ SIS Code __________ Program Title ____________________

Target Start Date ____________________

Submitted By ________________________________ Date ____________________
Signature of Vocational Director

Program Type (check one)

☐ Parent Program

☐ Option. The parent program to which this program is assigned ______________
____ O. E. Code __________

☐ Contract Program. Include category; i.e., CETA, WIN, Private Industry, etc.

For Contract Programs, Complete Items 1, 2, 3, 4, and 5

1. Program Information: Principal site of instruction ____________________
Number of quarters required for completion ______________
If special program, completion date is ______________
Number of clock hours included in this program ______________
Number of credit hours in this program ______________

Enrollment Arrangements: Continuous ________ Quarterly ________ Annually ________

2. Award of Completion: Associate Degree___ Certificate__ Diploma___ None___ Other___

3. Projected Enrollment: Anticipated maximum enrollment is _____ in any one quarter for program, including all options and alternates. Anticipated yearly completions: _____

4. Program Descriptions: Include Program Goals and Objectives.

5. Program Needs: Attach a copy of the study and any rationale supporting need for program and employment opportunities.

SBCCE PA-3, P. 1
2-17-82

6. Advisory Committee Composition: Attach a copy of Form PA-5, showing advisory committee composition.

7. Advisory Committee Minutes: Include advisory committee minutes of the meeting(s) that endorse the offering of the program or option.

8. V. A. Approval Requirements: The items below are required for veterans approval and must be submitted along with the approval package if such approval is desired at this time:

   (a) Typical Student Schedule - List courses, course number, number of credit hours or clock hours, and the sequence, by quarter.

   (b) Course Descriptions - Include descriptions for each course that is not presently approved by V.A.

OCCUPATIONAL PREPARATORY PROGRAM

ALTERNATIVES

O. E. Code ______________ SIS ______________ Date Submitted __________________________

Approved Program Title ____

Listed below are those occupations by title that are alternates of the approved program. For these occupations a student receives training and is prepared for employment with entry-level skills while enrolled in the above-listed preparatory program without the pursuance of additional courses not a part of the preparatory program.

SBCCE PA-4
2/17/82

REPRESENTATIVE ADVISORY COMMITTEE

College ______________________ Date Submitted ______________

Committee Title ______________________

Meeting Dates for Previous Year:

Programs Served:

CHECK APPROPRIATE COLUMN(S)			COMMITTEE MEMBERS' INFORMATION			
Employer Rep.	Employee Rep.	JATC Rep.	Name	Job Title	Employer	City of Residence

107

SBCCE PA-5
2-17-82

REQUEST FOR INACTIVE PREPARATORY PROGRAM/OPTION REINSTATEMENT

District ______ Community College ______________________________ Date ______________

Program Title ____________________________________ O.E. Code __________ SIS __________

Target Reinstatement Date ______________

☐ Parent Program (regular operation) ☐ Parent Program (intermittent operation)

☐ Option. The parent program to which this program is assigned ____________________

____ O. E. Code __________ SIS __________

☐ Contract Program

---

1. Program Information: Number of clock hours in program ____________________

   Number of credit hours in program ____________________

   Number of planned enrollments at any one time ______________

   Number of planned completions per year ____________________

2. Award of Completion: Associate Degree ☐ Certificate ☐ Diploma ☐ None ☐

   Other ____

3. Advisory Committee Composition: Attach Form PA-5.

4. Advisory Committee: Endorsement by advisory committee for program reinstatement/operation. Please attach advisory committee minutes.

5. Curriculum: Please attach the following:

   (a) Typical Student Schedule - List courses, course number, number of credit hours, clock hours, and the sequence, by quarter.

   (b) Course Description - Include individual course descriptions from each course in program.

SBCCE PA-8
2/17/82

VOCATIONAL EDUCATION SPECIALTY PROGRAM APPROVAL

Community College ______________________________

Individual Receiving Training ______________________________

Date Training To Begin ______________________________

Date Training Is Planned For Completion ______________________________

Name of Occupation ______________________________

____

O. E. Code ____________ SIS ____________ HEGIS ____________

Advisory Committee Members:

Name	Job Title	City of Residence
1.		
2.		
3.		
4.		
5.		
6.		

SBCCE PA-7
2-17-82

Appendix K

RCW 28C.04.040 Commission--Functions The commission for vocational education shall have the following functions:

(1) Plan development. The commission shall be responsible for complying with federal directives to insure the development and maintenance of a state plan for vocational education but initial planning shall be accomplished by the secondary and postsecondary education systems. Prior to the adoption of the state plan, the commission shall request comments from the council on higher education and the advisory council for vocational education.

(2) State plan modification adjudication. Decisions on new programs and/or facilities for vocational education shall be made internally within the respective secondary or postsecondary education system in accordance with the provisions of the state plan. The commission may review such decisions to insure compliance with the state plan and avoid unnecessary duplication of current or projected programs.

Any common school or community college district, or the superintendent of public instruction, or the state board for community college education, or other interested parties as authorized by the commission, shall be afforded the opportunity to comment upon any new programs or facilities proposed. The commission, subject to dispute resolution rules adopted by said commission, shall have the final determination on any disputes arising out of such program proposals.

In adjudicating disputes between the two secondary and postsecondary education systems regarding the state plan, the commission will use at least the following criteria: Recognition that secondary education is constitutionally the responsibility of the superintendent of public instruction and that by legislative action postsecondary education is the responsibility of institutions of higher education; adhere to the general policy set forth in the state plan; consider the particular vocational need of the community, region, or state and whether the common school or community college, or both, can best respond to those needs; encourage cooperation and coordination rather than competition and program conflict between secondary and postsecondary education systems; consider the desires and preferences of the residents of the immediate program service area and of the representatives of the fields of management, labor, and agriculture which benefit from possible program offerings; and avoid unnecessary duplication of vocational education programs and facilities.

(3) Vocational education administration. The commission shall be the sole agency for the receipt and allocation of federal funds in accordance with the state plan. The supervision of the state plan shall

be carried out by the commission; however, daily administration of the state plan shall be primarily the responsibility of the superintendent of public instruction and the state board for community college education: Provided, That the commission shall review and approve state plan development proposals or special programs requiring personal service contracts, and activities beyond the program responsibilities of the superintendent of public instruction and the state board for community college education.

Under the state plan the commission shall make periodic compliance audits at least once a biennium of the vocational education programs individually and jointly conducted by the common schools and community colleges to insure compliance with the state plan.

The commission shall be the primary state liaison with the federal government for the state plan for vocational education. [1975 1st ex.s c 174 § 4.]

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